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ABSTRACT

The Tech-Prep Statewide Professional Development Consortium of Texas supplemented and complemented professional development activities done within 25 local tech prep consortia to assist in full implementation of the tech prep initiative. Needs analyses identified major areas of emphasis, assessed the current level of tech prep knowledge and activity in preservice teacher preparation programs, and determined postsecondary requirements to be addressed in professional development activities. A national survey identified experts/presenters in different aspects of tech prep. Nine workshops were conducted for teams of teachers, counselors, and administrators at secondary and postsecondary levels. A STARLINK teleconference was designed to increase understanding of the efforts, including the educational restructuring efforts, that are underway in Texas, to develop the workforce, and to get stronger commitments to tech prep. Formal tech prep presentations were given, three teacher education grants were awarded, and the consortium served in a coordinating role in the presentation of two tech prep graduate-level courses. Project assessment included evaluations of the workshops and teleconference. (The 15-page report is followed by supporting documentation for project activities. Appendixes include the following: committee and staff meeting minutes, needs analysis instruments and results, executive summaries for workshops, teleconference report, products of the grants, course syllabi, workshop evaluations, and tech prep presenter database.) (YLB)

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ED 366 762

ANNUAL REPORT FOR PROGRAM YEAR JULY 1, 1992 - JUNE 30, 1993

For

Discretionary Tech-Prep Grant
Project No. 33170005

Awarded to the

Tech-Prep Professional Development Consortium of Texas
Department of Educational Human Resource Development
602 Harrington Tower
Texas A&M University
College Station, TX 77843-3256

Submitted to

Tri-Agency Partnership for Quality Workforce Planning

The Texas Higher Education Coordinating Board
The Texas Education Agency
The Texas Department of Commerce

Under Carl D. Perkins Vocational and Applied Technology Education Act of 1990

Prepared by

Donald L. Clark, Project Director
George F. Matott, Associate Director
Tijjani Mohammed, Research Associate

August 1993

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TABLE OF CONTENTS

Page

INTRODUCTION 1

PROJECT PLANNING 3

Advisory and Operations Committee Meetings 3
Needs analyses 4
Teacher Education Survey 5
Business/Industry Strategy 5
Post-Secondary Needs 6
Tech-Prep Presenter Database 6

IMPLEMENTATION 7

Professional Development Workshops 8
Teacher Education Grants 9
Tech-Prep Presentations 10
Professional Involvement 11
Tech-Prep Graduate Courses 12

PROJECT ASSESSMENT 14

Workshop Evaluations 14
Teleconference Evaluation 14
Operational Format Objectives 14
Recommendations for Follow-On Activities 15

APPENDICES TABS

A. Minutes from Advisory Committee, Operations Committee, and Staff Meetings . . . . . . A
B. Summary of Activities for FY 92-93 . . . . B
C. Needs Analyses C
D. Executive Summaries for Workshops Conducted During FY 92-93 . . D
E. STARLINK Tech-Prep Linkages Teleconference Report . . . . . E
F. Teacher Education Grants . . . . F
G. Tech-Prep Graduate Level Courses . . . . G
H. Workshop Evaluations . . . . H
I. Tech-Prep Presenter Database I

LIST OF TABLES

Page

I. Schedule for Professional Development Workshops for FY 92-93 8

II. Presentations Given by the Professional Development Staff During FY 92-93 . . 11

III. Involvement in Professional Activities During FY 92-93 12

INTRODUCTION

The Tech-Prep Statewide Professional Development Consortium of Texas was established in July, 1992 as a multi-year project under a Discretionary Tech-Prep Grant to conduct professional development activities related to the implementation of Tech-Prep in Texas. The Consortium includes representation from each of the twenty five (25) Local Tech-Prep Consortia in the state; thus creating a consortium of the consortia, plus other selected support units. These support units include the Principals' Center; the Texas Alliance for Science, Technology and Mathematics Education; the Texas Association of Post-Secondary Occupational Education Administrators; and STARLINK, a statewide video teleconference network.

The overall goal of the project was designed to supplement and complement those professional development activities done within each of the local Tech-Prep consortia in the state to assist in full implementation of the Tech-Prep initiative. In that light, accomplishment of those activities and their results will be the subject of this first annual report.

This report is organized into three major sections: (1) project planning, (2) implementation, and (3) assessment. Each will be outlined below, while full discussion follows in the sectional areas.

Project Planning

Under project planning the following activities will be covered:

- needs assessments,
- teacher education survey,
- business/industry involvement strategy,
- activities for the grant year,
- advisory committee meetings, and
- operations committee meetings.

Implementation

Under implementation the following will be presented:

- workshops,
- STARLINK teleconference,
- teacher education grants,
- Tech-Prep presentations,
- professional involvement, and
- Tech-Prep courses.

Assessment

The assessment section consists of:

- workshop/teleconference evaluations, and
- other indications of effectiveness.

A final section on recommendations for follow-on activities is included at the end of the narrative portion of this document.

Included in the format of the report are summaries of each goal or objective that was identified in the Operational Format section included in the proposal that was submitted to secure funding to establish and operate the Consortium. Supporting documentation for each of these activities is included in the several appendices.

PROJECT PLANNING

Project planning was achieved at several levels. It consisted of weekly staff meetings, monthly Operations Committee meetings, and bi-annual Advisory Committee meetings. The minutes from the Advisory and Operations Committee meetings are included in Appendix A. Only a sample of the minutes from the staff meetings are included.

Advisory and Operations Committee Meetings

The Advisory Committee consisted of one voting member from each member unit and one ex-officio member from each of the Tri-Agency sponsors. The Operations Committee consisted of six members from the Consortia, one member from the support units, the project officer, and two members from the project staff (the Director and Associate Director).

Essentially, needs analyses, general requirements, mid-course requirements, and organization were achieved at the Advisory Committee meetings. Tactical decisions regarding issues raised at the Advisory Committee meetings were handled at the Operations Committee meetings, while day-to-day details and logistics were determined at staff meetings.

The organizational approach taken by the Consortium to conduct the activities associated with the first year of the project were established at the first Advisory Committee meeting. The general requirements that needed to be met were identified. The areas addressed during the first Advisory Committee meeting were:

- Overview of the statewide Tech-Prep Consortium;
- Review of professional development activities of the Tech-Prep Consortia;
- Completion of needs assessment questionnaire;
- Establishment of the Operations Committee and meeting schedule;
- Summarization of the needs assessment questionnaire;
- Group discussions of questionnaire results and findings;

- Discussion of marketing/communications regarding Tech-Prep; and
- TENET workshop conducted by TJ Mohammed. A status summary and workshop handout are appended in appendix D.

All Operations Committee meetings were held over the Trans-Texas Video Conference Network (TTVN)--Texas A&M's teleconferencing system, at no cost to the Professional Development Consortium, thus indicating Texas A&M's support for the project. In these subsequent Operations Committee meetings the results from the needs analysis conducted during the first Advisory committee meeting were examined and a schedule of activities and the requirements for the year were developed.

Day-to-day planning was coordinated in weekly project staff meetings to meet the established goals of the project. A summary of the activities for the year are included in Appendix B.

Needs Analyses

In order to determine the critical areas that needed to be addressed in the statewide professional development efforts, the proposals submitted by the 25 Tech-Prep consortia for FY 92-93 were reviewed for professional development content. From the grant applications several major areas emerged. These included:

- needs assessment;
- professional development;
- resource procurement
- Tech-Prep promotion;
- program management;
- counseling & career planning; and
- competency-based curriculum development.

A complete summary of the professional development needs gleaned from the 25 Tech-Prep Consortia grant applications along with the needs analyses are included in Appendix C.

Requirements in these areas were affirmed in the needs assessment and refined where professional development needed to be focused. Information for mid-course corrections in both schedule and workshop emphasis/content was provided from subsequent needs analyses conducted during the year. The major areas of emphasis identified were:

- Teaching methods,
- Curriculum models, and
- Career pathways.

Two other areas of emphasis were:

- business/industry participation, and
- special populations.

The workshops and the STARLINK teleconference were geared to meet the requirements identified.

Teacher Education Survey

Infusion of Tech-Prep concepts into teacher preparation was another area of needs assessment. A survey of teacher education units in the state was conducted in order to assess the current level of Tech-Prep knowledge and activity included in pre-service teacher preparation programs to determine the emphasis of infusion. The results of this survey are also included in Appendix C.

Business/Industry Strategy

Increasing business/industry involvement was determined to be another area of need and an assessment of what needed to be included in a strategy to increase that involvement was developed. Its mission was to facilitate professional development for business and industry personnel by promoting the mutual involvement of the Tech-Prep Consortia, their communities and educators with their local business and industry. The report on this strategy is in Appendix C.

Post-Secondary Needs

At the Spring meeting of the Texas Association of Post-Secondary Occupation Education Administrators (TAPSOEA) on April 1, 1993, a needs assessment was conducted to determine post-secondary requirements to be addressed in professional development activities for the second year of the grant. The results of this assessment is included in Appendix C.

Tech-Prep Presenter Database

A national survey was conducted in an effort to identify and compile a database of experts/presenters in different aspects of Tech-Prep. Additionally, presenters from national meetings such as the American Vocational Association Convention, and the National Tech-Prep Network were also added to the database. This invaluable resource of expertise in the area of Tech-Prep can be found in Appendix I.

IMPLEMENTATION

From project planning there evolved a plan to assist in full implementation of the Tech-Prep initiative in Texas through professional development activities. This portion of the report deals with those activities.

Professional Development Workshops

Using the results of the needs assessments conducted and working with the Tech-Prep Consortia Directors, the content of the professional development workshops was determined. A schedule was established, locations reserved, participants and presenters identified, consulting agreements drawn, and logistics handled. In this way, regional requirements were met and statewide professional development objectives were achieved.

Ten workshops were planned for FY 92-93, however, only nine were presented. The other one was canceled due to low response by registrants. The workshop schedule is shown in Table 1. Executive summaries of the workshops are included in Appendix D, and complete notebooks (containing the executive summaries, workshop programs, participant materials, evaluations, etc.), as products of workshop development, are on file at the Texas Higher Education Coordinating Board.

The workshops were geared for teams of teachers, counselors, and administrators at secondary and post-secondary levels from the regional Tech-Prep Consortia. Emphases for the workshops dealt with career guidance/counseling, applied learning methodologies, technology in the classroom, learning/teaching styles, cooperative learning, multi-disciplinary and team teaching techniques, special populations and other Tech-Prep concepts. Train-the-trainer segments were included so the teams could return and build capacity for professional development activities in their consortia.

Table I
Schedule for Professional Development Workshops for FY 92-93

	LOCATION	WORKSHOP TITLE	DATES
1	Corpus Christi	Tech-Prep Mini-Conference	August 5 - 7, 1992
2	College Station	Linking Career Guidance to Tech-Prep	November 16 - 19, 1992
3	Lubbock	Fast Track to the Future	February 8 - 9, 1993
4	Tyler	Linking the Classroom to Workplace	April 26 - 27, 1993
5	Dallas/Ft. Worth	Applied Methodology and Tech-Prep	April 23 and May 1, 1993
6	Houston	Fast Track to the Future	May 11 - 12, 1993
7	San Antonio	Fast Track to the Future	June 6 - 7, 1993
8	Alpine	Fast Track to the Future	June 14 - 15, 1993
9	Abilene	Applied Methodology and Tech-Prep	June 21 - 22, 1993
10	El Paso	Fast Track to the Future	June 23 - 24, 1993 (Canceled)

STARLINK Teleconference

STARLINK, a cooperative enterprise among Texas Community and Technical colleges and a statewide video teleconference network, in conjunction with Educational Broadcast Services of Texas A&M University, produced a teleconference entitled "Tech-Prep Linkages" for the Tech-Prep Professional Development Consortium. The teleconference was designed to increase understanding of the efforts and educational restructuring efforts that are underway in Texas, to develop the workforce in state, and to get stronger commitments needed to make Tech-Prep work. The target audience was chief executive officers and other high-level managers/administrators of business, industry and education, including members of school boards and boards of trustees.

The teleconference was broadcast live on Tuesday, February 23, 1993 to all STARLINK and T-Star down link sites, in addition to regional Education Service Centers. There were 39 documented down links of the telecast and it is highly probable there were more. The teleconference was videotaped and to date more than 95 tapes were ordered/distributed, showing strong interest in the production. Several standalone video segments were included in the teleconference increasing its significance.

The STARLINK End-of-Project Report on "Tech-Prep Linkages" is included in Appendix E and includes the list of receive sites, participation and evaluation summary, and participant support materials. As a product of this professional development activity, the videotape of the teleconference (90 minutes), and a separate tape of the Tech-Prep Linkages graphics segment (6.23 minutes) of the teleconference are included with this report.

Teacher Education Grants

Three Tech-Prep Teacher Education Grants of $5000 each were included in the professional development grant to strengthen Tech-Prep initiatives in teacher education programs that encourage capacity building and infusion models rather than stand alone courses. Announcements for the grants were sent to the 67 Deans/Directors of teacher education programs in Texas. From the proposals received, three grants were announced and awarded at the Texas Conference on Teacher Education on October 22, 1992 during a presentation to the Deans of the Colleges of Education. The grants were awarded to:

1. Dr. Tommy Gilbreath - Department of Technology, University of Texas, Tyler
   Proposed to identify and infuse Tech-Prep principles into different academic disciplines, and to prepare a guide that will help pre-service teachers to implement these strategies into the public high school curriculum. The intent was to help with integration of vocational education and mathematics, physical science, English and social studies.

2. Dr. L. Diane Miller - Texas Tech University, Lubbock

   Proposed to investigate how university faculty, community college faculty, school teachers, representatives from business/industry sectors and South Plains Tech-Prep Consortium can collaborate toward influencing curricular reform in mathematics, science and communications education to better prepare students to meet employer needs of today's and tomorrow's workplace.

3. Drs. Ted Guffy & Gerald Chen - West Texas State A&M University, Canyon

   Proposed to plan, develop and implement Tech-Prep content in teacher education curriculum and build an inventory of competencies which would equip pre-service and in-service teachers, counselors and administrators to successfully implement Tech-Prep education in schools. The intent was to provide information and to foster a research environment that would encourage and facilitate Tech-Prep research, curriculum development and effective instructional techniques.

A copy of the grant reports and products for each of the projects is included in Appendix F.

Tech-Prep Presentations

Several formal Tech-Prep presentations were given by the staff members of the Tech-Prep Professional Development Consortium during the grant year. The intent was to alert Tech-Prep stakeholders to the status of Tech-Prep in Texas and the professional development activities that were underway. The groups receiving these updates were varied as were the contents of the presentations. The presentations given by the Professional development staff are outlined in Table 2.

During the past year interest in Tech-Prep and professional development has grown as evidenced by the requests received for presentations and also by the number of follow-up requests for additional information.

Table II
Presentations Given by the Professional Development Staff During FY 92-93

DATE	LOCATION	GROUP	PRESENTATION	ATTENDANCE
7/16/92	Coll. Sta.	TAMU VoEd Coun.	Prof. Dev. Briefing	8
7/20/92	Coll. Sta.	Ind. Tech Class	Perkins/Tech-Prep	10
9/14/92	Coll. Sta.	Sci Methods Class	Tech-Prep Orientation	8
9/16/92	Bryan ISD	Counselor WS	Tech-Prep Six Year Plans	40
10/6/92	Bryan	Supt. of Schools	Tech-Prep Update	1
10/22/92	Houston	Deans of COE	Tech-Prep Prof. Dev.	100
10/30/92	Dallas	Tech-Prep Dir.	Prof. Dev. Update	30
12/7/92	Baytown	Goose Creek TP	Prof. Dev. Support	30
2/26/93	Coll. Sta.	ATTE Conferees	Tech-Prep Update	210
2/27/93	Coll. Sta.	ATTE Conferees	Challenge for TP Involve.	210
3/4/93	Center ISD	Faculty/Staff	Tech-Prep Linkages	55
3/6/93	Coll. Sta.	COE Dev. Council.	Tech-Prep Briefing	120
3/30/93	Coll. Sta.	QWFP Committee	Tech-Prep Linkages	40
4/1/93	Austin	TAPSOEA	Tech-Prep Prof. Dev.	50
5/4/93	Huntsville	Region VI Staff	Tech-Prep Update	14

Professional Involvement

In addition to being involved in presentations, attendance and participation in professional development activities relating to Tech-Prep and work force development was necessary to keep up with the latest practices regarding these efforts and to help enhance our professional development offerings. The staff was involved in workshops, conferences and meetings for this purpose. These are listed in Table III.

In addition to the above, the Director and Associate Director are members of the Brazos Valley Quality Work Force Planning Committee, Region 13, and attended regular monthly meetings to keep up with regional work force development issues. On campus meetings relating to work force and Total Quality Management (TQM) issues were also attended as time permitted to provide for coordination of efforts.

Table III
Involvement in Professional Activities During FY 92-93

DATE	LOCATION	CONFERENCE/WORKSHOP/MEETING
9/2- 3/93	San Antonio	Quality Work Force Planning/Tech-Prep Dir.
10/4-6/93	Chicago, IL	National Tech-Prep Conference
10/7-9/93	Austin, TX	Texas Ass'n of Post-Sec. Occup. Ed. Admin.
10/14/93	Coll. Station, TX	Brazos Valley Total Quality Mgt. Conf.
10/19/93	Austin, TX	Amer. Coll. Test.(ACT) Conf. on Tech-Prep
10/20/93	Austin , TX	Tech-Prep Train. Meeting for Directors
12/4-8/92	St. Louis, MO	American Vocational Assoc. Conference
2/18/93	Austin, TX	Carl Perkins Bidders' Conference
2/25-27/93	Coll. Station, TX	Ass'n. of Texas Technology Education Conf.
3/30-31/93	Austin, TX	Skills for the Amer. Work Force Conference
3/31 & 4/1-2	Austin, TX	Texas Ass'n of Post-Sec. Occup. Ed. Admin.
4/18-21/93	Charlotte, NC	Int'l. Technology Education Assoc. Conf.
6/1-3/93	Kerrville, TX	Tech-Prep Planning Workshop
6/3-4/93	Waco, TX	Evaluating Tech-Prep Program Workshop

Tech-Prep Graduate Courses

The Professional Development Consortium served in a coordinating role in the presentation of two Tech-Prep graduate level courses sponsored by the Department of Educational Human Resource Development within the College of Education at Texas A&M University during the Spring Semester of 1993. These courses covered Tech-Prep concepts to be infused into the teacher preparation program. No project funds were used to pay for salaries and related expenses of the instructors.

One of the courses was offered over the Trans-Texas Video-conference Network (TTVN), a proven distance learning system, that connected students in West Texas at Canyon with those in College Station. This accomplished another objective of utilizing distance learning to infuse technology into the classroom. The course, "Special Topics in Implementing Tech-Prep Educational Programs" covered principles, strategies and practices of applying and implementing the Tech-Prep system in the areas of career guidance, curriculum development, and applied teaching methodologies. It showed how these areas could be integrated to produce an effective learning environment for the student.

The second course, offered in the North Houston area, was "Special Topics in Managing the Tech-Prep Process: The Total Quality Management Approach." This course explored a practitioner's approach to planning, designing and implementing Tech-Prep based on the concept of Total Quality Management (TQM). Since TQM is an integral part of the project, it furthers that objective as well as infuses those concepts into teacher preparation.

Subsequent planning in the Spring Semester called for offering the first Tech-Prep course in the Summer Session and the second course in the Fall Semester to provide for additional capacity building. It includes the development and/or implementation of pre-service teacher education programs and course work that can be used for in-service professional development as other schools/teachers begin to participate in Tech-Prep. Syllabi for these courses are included in Appendix G.

PROJECT ASSESSMENT

Project assessment included evaluations of the workshops and teleconference, achievement of objectives identified in the Operational Format, and indirectly through requests for additional information, presentations and support.

Workshop Evaluations

To assure meeting the objectives of participants and to evoke the changes that were needed for program improvement, assessment of program effectiveness was deemed necessary. Evaluation questionnaires were developed for each workshop presented and workshop evaluation summaries for these are included in Appendix H. From these summaries changes were made to workshop presentations and materials to meet program improvement guidelines.

Teleconference Evaluation

A similar approach was used to evaluate the STARLINK Teleconference, "Tech-Prep Linkages", presented on February 23. Results of this evaluation are being used to improve the scheduled Fall teleconference for parents of potential Tech-Prep students. The evaluation summary for the linkages teleconference is included in Appendix H.

Operational Format Objectives

With the exception of the establishment of the Academy, all Operational Format objectives were achieved. However, the costs of conducting the workshops and the teleconference were under-estimated and following a recommendation from the Advisory Committee, it was agreed with the Federal Projects Office that funds previously allocated to the Academy could be used for this purpose. Based on achievement of objectives and results of the workshops and teleconference, the project effort was deemed successful.

Recommendations for Follow-on Activities

Upon completion of the first year activities of the Tech-Prep Professional Development Consortium, several recommendations are put forth for the continuation and improvement of the Tech-Prep effort. They are:

- extend the grant to a third year as much is left to be done especially in the post-secondary area,
- link up with the School-to-Work initiative of the U.S. Departments of Education and Labor,
- coordinate efforts with the newly formed Texas Council on Work Force and Economic Competitiveness established by Senate Bill 642,
- coordinate efforts with the Texas Business/Education Coalition, workplace literacy, and other similar groups,
- incorporate youth apprenticeship into the school-to-work transition, and
- continue to establish cooperative partnerships.

APPENDIX A

Minutes from Advisory Committee, Operations Committee, and Staff Meetings.

A1. Advisory Committee Meetings

A2. Operations Committee Meetings

A3. Staff Meetings

A1. Advisory Committee Meetings

ADVISORY COMMITTEE MEETING, SAN ANTONIO
MINUTES
SEPTEMBER 1, 1992

Attendees:	Donald Clark, George Matott TJ Mohammed, Tony Howells Janet Gow	Tech-Prep Professional Development Consortium
	Homer Hayes	TAPSOEA
	Pam Janssen	Alamo Consortium
	Rick Hernandez	Brazos Valley Consortium
	Ed Fasanella	Capital Area Consortium
	Barry Russell	Central Texas Consortium
	David Leigh	Central Texas Consortium
	Lee Sloan	Coastal Bend Consortium
	D'Arcy Poulson	Concho Valley Consortium
	Jim Lovelady	Deep East Texas Consortium
	John Fabac	East Texas Consortium
	Gayle Ferreil	East Texas Consortium
	Art Lacy	Global Edge Consortium
	Melonie Wade	Golden Crescent Consortium
	Mary Markowich	Gulf Coast Consortium
	Jewel Lockridge	Heart of Texas Consortium
	Pat Bubb	Lower Rio Grande Valley Consortium
	Edna Tamayo	Lower Rio Grande Valley Consortium
	Lisa Taylor	North Central Texas Consortium
	Mac McGee	North Texas Consortium
	Jeanne Scott	Northeast Texas Consortium
	Gerald Chen	Panhandle Consortium
	John Reed	Permian Basin Consortium
	Shirley Shroyer	Permian Basin Consortium
	Ray Brown	South East Texas Consortium
	Jo McCarty	South Plains Consortium
	Dick Whipple	Star Tech-Prep Consortium
	Jan Crews	Texoma Consortium
	Pat Flanagan	Upper Rio Grande Valley Consortium
	Bill Barnes	West Central Texas Consortium
	Ron Thomson	STARLINK
	Anna Auvenshine	Texas Higher Education Coordinating Board
	Bob James	Texas Alliance for Science, Technology, and Mathematics
	Gina Starr-Hill	Texas Department of Commerce (not a direct participant)

1. *Overview of Statewide Consortium.* Dr. Donald Clark provided a short presentation of Tech-Prep to the committee members. He explained the need for Tech-Prep and discussed whether it was an economic issue or an education issue. The Tri-Agency recognized the need for someone to coordinate professional development, and Donald Clark, at Texas A&M University, was awarded a RFP under the Carl Perkins Act for supplemental activities and created the Tech-Prep Statewide Professional Development Consortium of Texas. The membership in this Consortium will include the 25 funded consortia, the Principal's Center, STARLINK, Texas Alliance for Science, Technology, and Mathematics, and TAPSOEA. The advisory will be comprised of one member

from each of these groups. The Operations Committee will consist of 10 individuals. Six will be members from the consortia, one of which will be from a newly funded consortium; one will be from the support units; and the final two will be the director and associate director. The Professional Development Consortium will look at

- Assessment - the consortia's' current needs and capabilities and what has been done and what is being planned.

- Instruction - ten workshops will be offered to consortium directors, administration, staff, etc., courses will be offered that will be given graduate or some type of credit hours, teleconferences will be held.

- Support Services - grants will be given to non-funded consortia, teacher-education grants will be awarded, and a bulletin board will be set up on TENET for consortium members to find all current information.

- Tech-Prep Academy

- Need to Target - what and to whom.

2. *Review of Consortia Professional Development Activities.* Ronn Phillips created a survey to assess the needs of the local consortia to better determine the goals of the Professional Development Consortium.

Local Consortia. The survey was developed to look at the thoughts about a competency based curriculum at all levels of education. The Professional Development Consortium wants everyone to put all of our resources together so everyone is working together. They also want to establish articulation from the high schools to the technical colleges.

Tech-Prep Awareness. We want awareness to extend beyond the funded consortia to the school administrators, counselors, instructors, students, parents, school boards, public agencies, business, industry, and the general public.

Develop a Working Relationship with JTPA, QWFP, and Other Agencies, Industries, Labor, and Businesses. To develop these relationships, we need cooperative efforts and support goals.

Program Resource Procurement and Management. This includes personnel, facilities, equipment, software and supplies.

Promotion of Tech-Prep. We need to promote Tech-Prep to the educational, professional, industrial, and business communities. Different approaches will have to be taken to promote Tech-Prep to these groups.

Promotional Media for Tech-Prep. Some media will be printed material such as pamphlets and handouts, while other nonprinted forms such as videos will be implemented.

Counseling and Career Planning. The local consortia's need to look at the students in their area that are at risk , that are special need students, and that show a need for Tech-Prep because of aptitude and interest assessments.

Management of Tech-Prep Programs. The consortium must evaluate the criteria and implementation of all these areas.

The consortium must look at the work that has been completed, the work that has been planned, and the work that has emerged.

3. *Assessment Questionnaire.* TJ passed out the questionnaire and the committee members were then asked to fill it out and return it to TJ so that he and Janet could review the findings and give a report to the committee after lunch.

4. *Operations Committee.* Individuals were selected to be on this committee based on their nearness to TTVN Network locations and to provide as wide a state distribution as possible. Discussion ensued regarding the selection as opposed to the election of members and the purpose of the committee. Don Clark presented the rationale of the selection and locations and also the function of the committee. After discussion, M.C. McGee made a motion, which was seconded, to accept the committee as named.

Committee members and their locations selected were

Homer Hayes	TAPSOEA - San Antonio
Gerald Chen	Canyon
Cassy Key	Austin
Carrie Nelson	THECB - Austin
Lee Sloan	Corpus Christi
Eduardo Vela	Laredo
Lisa Taylor	Stephenville / Dallas
Rick Hernandez	College Station
Don Clark & George Matott	College Station

Meeting dates selected, pending resolution of conflicts, were September 14 & 29, October 13 & 27, November 10 & 24, and December 8, all from 1-3 p.m. Potential conflicts mentioned were the Governor's Conference on November 10 and the AVA return date on Decmber 8.

5. *Summary of Questionnaire.* The committee broke up into three groups to discuss the findings that TJ and Janet compiled from the questionnaires. Barry Russell, Lee Sloan, and Pat Flanagan were the facilitators for these three groups. When the committee regrouped, one person was to report to the group what each group discussed.

Barry Russell's group. They chose the four highest priorities that they saw from the findings from the questionnaire and answered three questions in each of the areas:

- What audience?
- What form of training?
- What content?

Competency Based Curriculum, Development and Instruction

WHAT AUDIENCE?
- Instructors, administrators, counselors, and directors

WHAT FORM OF TRAINING?
- Graduate credit, AAT credit, try to give as much credit as possible

WHAT CONTENT?
- SCANS competencies
  K-post secondary
- America 2000
- VTECS
- OCAPS
- Integration
- Applied Methodologies
- Learning Styles
- Team Teaching
- Cooperative Learning

Tech-Prep Curriculum Establishment (Implementation)

Take the curriculum that is developed and put that together into a coherent sequence that has to be there for Tech-Prep

WHAT AUDIENCE?
- same people as above

WHAT FORM OF TRAINING?
- same as above

WHAT CONTENT?
- Description of competency based education
- Sequencing, with business input
- Talk about rural issues
- Train on the DACUM like process
- Train on site-based management, team building, and team leading

Promotion and Media

WHAT AUDIENCE?
- Tech-Prep directors
- PR people at the secondary schools and business / industry
- PR people and the PR committees from the consortia

WHAT FORM OF TRAINING?
- workshops

WHAT CONTENT?
- Train the directors in methods of effective media coverage
- Samples of work
- Media development
- Clearinghouse

Counseling and Career Planning

WHAT AUDIENCE
- Parents!!!
- Counselors

WHAT FORM OF TRAINING?
- CEU, AAT, LPC, national certification for counselors
- Art Lacy suggested that we need to get business / industry training to count for credit. George Matott explained a compromise that was made during corporate training that he had done through TI.

WHAT CONTENT?
- Student handbook
- Real life connections to jobs
- Sources of information (TDOC, TEC, QWFP, TEXSIS...)
- Software for guidance, career planning, DAT

Lee Sloan's group. Lee said his group discussed the same priorities, but in a different way.

First Priority: The top priority according to this group was Tech-Prep Curriculum establishment. It will need to be decided what it will take to implement the curriculum. The group thought that the state should provide trainers for the consortia to use in training the people within their consortia. The audience should include math, science, and communications teachers and guidance personnel. Cross-discipline and team teaching should be incorporated.

Second Priority: The group defined counseling as its second priority. They wanted three components to the counseling program.

K-6	Career awareness and exploration
Intermediate	Career exploration, career definition for planning
Secondary	Move to one-on-one specific counseling

This should involve not only counselors, but also educators, business, industry, parents, and the entire community.

Third Priority: Curriculum development was the third priority defined by the group. Teachers, administrators, and counselors need to understand what competency-based instruction is, what integration involves - it must go both ways between academic and vocational, and learning styles and teaching styles.

Promotion: The group thought that this point came out as so important on the questionnaire because we have no statewide marketing plan for Tech-Prep. Everyone sees a need for statewide exposure. Maybe the directors and other administrators within the consortium should be trained in marketing the program to the media.

Other Areas: The directors need assistance. There are some very experienced people involved, and some who have just started. We need to "get everyone on the same page." We need to get more involved with business / industry. Presentations should be made to statewide associations for teachers', administrators', and counselors'. Presentations should especially be made to professional associations related to business and industry.They need to know what Tech-Prep is and what it can do for the business community.

Pat Flanagan's group. This group made a lot of points that the Professional Development Consortium should consider.

1. School administrators do not like to release teachers and bring in substitutes for activities related to Tech-Prep. There is also little money for these subs.

2. There doesn't seem to be a good time for the teachers to attend these workshops.

3. Number 1 Priority - TQM and QWFP seem to pop up a lot. Maybe the first activity should be a presentation to the top layer of education, administration, and business / industry explaining what Tech-Prep, TQM, and QWFP are, how they fit in together, and what they can do for them.

4. More support is needed for academic teachers.

5. We need to provide skills on how to implement Tech-Prep

6. A needs assessment should come from QWFP.

7. Various levels of support is needed. New people need an orientation to Tech-Prep.

8. "TQM" your consortium.

9. "QWFP" is "applied TQM".

At this point Rick Hernandez asked how much the upper levels of the state government knew about Tech-Prep. Ray Brown made a motion that a presentation needed to be made to these people so that we can make them stakeholders in this project. Pat Bubb seconded the motion. Lee Sloan and Donald Clark reminded everyone that a part of the grant includes a clause that the consortium cannot lobby and making a presentation could be construed as lobbying. Ray Brown then withdrew the motion. Jim Lovelady then pointed out that although we could not make this presentation, we do need communication with these groups.

6. *TENET Workshop*. TJ made a short presentation concerning the use of the TENET system. The Professional Development Consortium is going to start using this system to send bulletins to all the consortium, so all the directors need to obtain an account on the system and TJ explained how to use the system.

ADVISORY COMMITTEE MEETING, AUSTIN
MINUTES
January 28, 1993

Attendees:	Donald Clark, George Matott TJ Mohammed, Scott Davis Janet Gow	Tech-Prep Professional Development Consortium
	Homer Hayes	TAPSOEA
	Debra Nicholas	Alamo Consortium
	Cassy Key	Capital Area Consortium
	Joan Jernigan	Capital Area Consortium
	Barry Russell	Central Texas Consortium
	Lee Sloan	Coastal Bend Consortium
	D'Arcy Poulson	Concho Valley Consortium
	Diana Treadaway	Concho Valley Consortium
	Richard Pulaski	Deep East Texas Consortium
	Gayle Ferrell	East Texas Consortium
	Sylvia Kelley	Global Edge Consortium
	Rodger Johnson	Golden Crescent Consortium
	Eileen Booher	Gulf Coast Consortium
	Jewel Lockridge	Heart of Texas Consortium
	Pat Bubb	Lower Rio Grande Valley Consortium
	Sherry Allen	Lower Rio Grande Valley Consortium
	Lisa Taylor	North Central Texas Consortium
	Debbie Skinner	North Central Texas Consortium
	Mac McGee	North Texas Consortium
	Lynn McGee	Panhandle Consortium
	John Reed	Permian Basin Consortium
	Shirley Shroyer	Permian Basin Consortium
	Eddie Vela	South Texas Consortium
	Ray Brown	South East Texas Consortium
	Jo Huffman	South Plains Consortium
	Dick Whipple	Star Consortium
	Jan Crews	Texoma Consortium
	Pat Flanagan	Upper Rio Grande Valley Consortium
	Bill Daugherty	West Central Texas Consortium
	Ron Thomson	STARLINK
	Carrie Nelson, Larry Key	Texas Higher Education Coordinating Board
	Gina Starr-Hill	Texas Department of Commerce
	David Hinojosa	Principal Center
	Lloyd Korhonen	Texas A&M University

* Highlights

1. *Highlights.*

- The Professional Development Consortium is holding a workshop in Lubbock February 8-9, 1993. It is called "Fast Track to the Future" and will cover team teaching, cooperative learning, and applied academics. It's target audience is secondary and post-secondary math/science/communications teachers.

- The other workshops tentatively planned are

Marketing	Dallas	week of March 22
Math/Science/Communications	South Texas	March/April
Principals/Administrators	Tyler	April 20-21
Integration/Alternative Teaching	San Angelo	June 7-9

[These may change due to Advisory Committee actions]

- Dick Whipple motioned to have a travelling road show of a similar workshop to at least 5 regions of the state. The motion was approved.

- Don Clark said if the Professional Development Consortium incorporated the travelling road show concept, the Academy and the Marketing Plan would have to be cut.

- Ray Brown was elected to be the Advisory Committee Chairman.
Debra Nicholas was elected to be the Vice-Chair.

- There will be a STARLINK teleconference February 23, 1993 at 7:30 a.m. It will show how all the initiatives such as QWFP and TQM and Tech-Prep work together. The directors will be receiving an information packet shortly and it the director's responsibility to get the appropriate people at the teleconference.

- Debbie Skinner motioned that the Professional Development Consortium develop a menu of workshop topics that the consortia can choose from.

- Gina Starr-Hill commented that we need to involve more special populations topics.

- The next Advisory Committee Meeting will be held April 2 at noon, after the TAPSOEA meeting.

2. *Update of Professional Development Activities.* Don started off by giving everyone background information about the Professional Development Consortium. We responded to an RFP to establish this consortium. Within our proposal, we provided for an Advisory Committee, consisting of one voting member from each consortium, TAPSOEA, STARLINK, the Principal's Center, the Math/Science Center, and the Tri-Agency. An Operations Committee, consisting of six members from established consortia, 1 from a newly funded consortia, 1 from the support units, and the project officer was also defined. It was also stated in the proposal that the members of the Operations Committee would meet over the TTVN network.

George then began updating the Professional Development Consortium's activities since the last meeting. He first asked everyone to review the past minutes and note the changes that had been made. No one had anything to say about the minutes. George then asked if anyone had any items to add to the agenda. No one did. He then turned the meeting over to Jo Huffman from the South Plains Consortium to talk about the workshop that is being held in Lubbock February 8-9, 1993.

Jo said that working with George and Janet, all the arrangements for the facilities and the equipment had been made and contacts had been made with all the speakers and with four vendors. The title of the workshop is "Fast Track to the Future" and all the West Texas Consortia were involved with the planning. The workshop will cover applied academics, team teaching, and cooperative learning. Carrie Nelson asked who brought in the speakers. Jo said that Lynn McGee had a summer workshop last year and recommended Anita Risner and her staff. Barry Russell asked when the workshop was and Jo replied that it would be held February 8-9. The target audience will be secondary and post-secondary teachers. Carrie asked how we marketed the workshop and George said that each consortium was responsible for selecting teams. Barry made the comment that we need to be sensitive to the "Applied" topics and make sure that we don't just use CORD materials. Sylvia Kelley emphasized that point also. Lynn McGee said they were working on a curriculum using applied methodologies and when they were finished they would make it available to everyone. Dick Whipple asked if this workshop was a model for other regional workshops. George said that it could be, and we would be having others. Dick noted that it was hard to get people to the statewide workshops and it was better to have regional workshops and have more of them. Barry asked if we could replicate this workshop and bring it to other areas. George said that we could. Not all regions have the same needs.

George said that we were planning other workshops in the different regions. There is a marketing workshop planned for the week of March 22 in Dallas, a Math/Science/Communications workshop in South Texas in March/April, a Principals Workshop in Tyler April 20-21, and an Integration Workshop in San Angelo in June. D'Arcy Poulson noted that several of the areas were planning similar workshops. Could we just do one workshop that would satisfy the needs of all the people. Pat Bubb asked if we could have a Math/Science/Communications Workshop in College Station and have it similar to the Counselor Workshop. Pat Flanagan asked if we could come out to the El Paso area in the summer and give a workshop. She can't afford to send enough people to the statewide workshops, but she could get more people involved and save money by having a workshop in her area. Don said we would have to combine more than one consortium so it would be feasible. Carrie said we need to make sure that we are not replicating workshops. She added that the purpose of the Professional Development Consortium was intended to bring in the big name speakers from across the country to supplement what the local consortia are doing. Lloyd Korhonen interjected and suggested that we start a videobank of speakers that come in to do workshops and we could save some money and still provide quality speakers. Lynn and other directors said they have tried that before and it did not get a very good response. Mac added though that he liked the idea.

Dick Whipple suggested that we take a workshop and make a road show and take it to 5-6 areas of the state. Debra Nicholas said that she liked that and to let the consortia set their own dates. Lee mentioned the need though for the train-the-trainer concept. He suggested that we determine the most important site and have the consortia send teams to attend the workshop with the intention of them coming back to present a similar workshop. Eileen Booher said that with 20% of the school population in the state in her consortium, it is impossible to train everyone. Rodger Johnson said that we need to link our efforts with the Educational Service Centers. Jo asked everyone what their thoughts were on the difference in money between bringing in the big names locally or sending teams to a statewide workshop and using the train-the-trainer concept. Pat Flanagan said that they were bringing in Rich Feller with another consortium and it was costing them $800 and they accommodate 100 counselors versus the $4000 they spent to send 5 counselors to the workshop in College Station. She said they cannot put on the quality that the big names

can and the train-the-trainer concept gets watered down. Sylvia added though that we need
the capacity building. Pat Flanagan suggested we consider taking the counselor workshop
on the road. Eileen said that her counselors who attended the workshop were giving
workshops, but they cannot reach everybody and it was getting watered down. Carrie
noted that capacity building takes time, and that we need something to start with. Don said
that the capacity building needed to come from the Teacher Education programs in the
colleges. Barry agreed, but that most of them just don't care. Don said that University
awareness is nil. We need to get more support from the Teacher Education programs.
D'Arcy said that we should look at the short term and the long term. Who do we need to
* educate first, the teachers. Dick Whipple made a motion to suggest a travelling road show
concept to the Professional Development Consortium and Pat Bubb seconded the motion.
Ray Brown added to let the consortia decide the target location. Don said that principals are
also important and we don't just want to focus on the math/science/communication topics.
Carrie asked if the teleconference wasn't intended to reach principals and administrators.
Lee said that it may not be specific enough though. Larry Key suggested that maybe we
were asking one professional development consortium to do too much. Jo suggested that
we offer more grants to the Deans of Education. She said there is a lot of enthusiasm at
Texas Tech since they received one of the grants. She thought it was a good investment to
get educators involved. Lynn said it also opened a door at West Texas State University.
* Gayle Ferrell said the same thing. Don said there would have to be some trade offs if we
did the traveling road show. We would have to transfer the money from the Academy and
the marketing plan. Homer Hayes said that they would be reaching a lot more teachers
with the road show and thus we would be marketing Tech-Prep to more people. It was
suggested that the committee vote on the motion on the floor and it was unanimously
approved.

Lee suggested that the committee elect a chairman of the Advisory Committee. Don agreed that this was a good idea, [in fact, he had discussed this with Lee the day before this meeting] and that this person should be involved with the Operations Committee and would have to be able to get to a TTVN site. Don asked Lee to conduct the nomination/election process. Lee opened the floor for nominations for chairman and Pat Bubb moved to let the person with the second highest number of votes to be the Vice-Chairman. D'Arcy seconded the motion and it was approved. Cassy Key suggested at this time that we should be diversifying and not limiting. We should open the Operation Committee Meeting to everyone. Pat moved to open the Operation Committee Meetings and the motion was seconded and approved. Nominations for Chairman proceeded. Pat Bubb nominated Mac McGee. Pat Flanagan nominated Ray Brown. Homer Hayes nominated Debra Nicholas, and Cassy nominated Jan Crews. Lee asked for other nominations. D'Arcy moved to close the nominations and Jo seconded the motion and it was approved. While the votes were being collected George mentioned that we were still trying to get on the TENET system and if anyone needed information about setting up an account, they could contact TJ at the Professional Development Consortium. Don suggested we take a break while the votes were being counted.

* Everyone came back together and Lee announced that Ray Brown was elected chairman and vice-chair would be Debra Nicholas. Don then turned the meeting over to Ray. George suggested that we move on to the STARLINK teleconference.

3. *STARLINK*. The meeting was turned over to Ron Thomson to discuss the latest details
* for the teleconference on February 23, at 7:30 a.m. Ron said that information was being
sent to all the Tech-Prep directors with all the information concerning the teleconference. It
was then up to the directors to get the appropriate people there to attend the conference.
Carrie asked if they would be able to downlink to the Educational Service Centers. Ron
said there was a list of downlink sites for TSTAR and they would get that list when TEA let

it out. The conference is intended to provide the big picture and all the linkages between the initiatives going on. It will feature a Tech-Prep program out of Palacios ISD, they will have one person live from a Tech-Prep program, and they also intend to feature the C^3 program out of Fort Worth. There will be a live panel that will be taking call-in questions from the viewing audiences. Ron said they did want to avoid"Isn't that special" type quesions. Ron encouraged everyone to be thinking up some hard questions to ask this panel. Barry asked if anything had been sent to TBEC members. Homer asked if there had been a TEA mailout also. Ron said he was not sure. Ron emphasized again that it is the director's responsibility to get the audiences there. He added that we had been trying to get the governor to do a pre-recorded message, but her office said she had other commitments. Dick noticed the invited by Skip Meno's name on the flyer. Ron said Skip had not yet confirmed and the invited had been added at the suggestion of Pat Lindley from TEA. (**NOTE**: Jay Cummings has agreed to do the taped message in place of Skip Meno) Lee asked what was in the packet that was being sent to them. Ron said it was general information: a one sheet summary of the teleconference and a one page flyer for all the initiatives. Dick asked if there was maybe a tape already made that could be substituted. Dick was concerned with the message that we might be sending with the "invited" by Skip's name if he chose not to participate. Ron said there was a tape, but it was a soft tape. Ron told all the directors at this time they could send in questions to ask the panel. Barry suggested that instead of calling the teleconference "Tech-Prep Linkages" it should be "Workforce Linkages" to catch more people's attention. Ron said though that we wanted to emphasized Tech-Prep. Lee told Barry he could put all the information in a cover letter to send to the people that are not aware of Tech-Prep.

4. *Mid-Course Corrections*. Ray said the group needed to clarify what was wanted as far as the road show concept for the workshops. Were they talking about replicating a workshop or did they want customized road shows. Dick said he was talking about five, 2 day workshops where the region has input, but the format of all the workshops is similar. Ray asked if anyone disagreed and no one did. Mac asked if we were talking about five in place of those that were already planned, or in addition to. It was suggested that the Professional Development Consortium should do the same workshop everywhere. If a region doesn't need a similar workshop, they should do it locally. Ray asked if the same content should be required by all of the workshop locations. Jo explained that with the Lubbock workshop, we got together through an audioconference and discussed the topics that each of the consortium wanted and compromised on the final topics. Don said that if we just did similar workshops our job would be easier because nothing would change. Gina said that the Chamber of Commerce has a list of headings and topics under those headings that people can chose from based on what their needs are. Ray said that sounded like a good idea. Debbie Skinner said maybe the Professional Development Consortium should target ten items needed to address and each region can select a different set. Ray added that there will always be common information that the Professional Development Consortium can concentrate on such as what the Tri-Agency is, Quality Workforce Planning, and initiative information. Lee said though that he marketed that basic information already. He needs math/science/communication hands-on training. Carrie noted that what everyone was saying was what the consortium was already doing and by getting to more people with the regional workshops, we get the marketing aspect in. Lee said that his problem was finding high quality speakers. Carrie said that was what the Professional Development Consortium was for. Homer added to Don's earlier discussion of the lack of teacher educators involved that if they focus on secondary, the post-secondary people will come along. Debbie made a
* motion to have the Professional Development Consortium devise a list of menu items that the consortia can pick and chose from and the target audience would be teachers. Jo seconded the motion. Sylvia asked if we were talking about a math / science / communications workshop. Ray asked if there was any further discussion before the

vote. Debra added that the reports from the counselor workshop were great and maybe a counselor workshop should be an option for a road show also. Ray asked for any other comments. There were none so the motion was voted on and it was passed.

At this time, Don wanted everyone to indicate the needs in their area as far as professional development. When the cards came back some of the topics were:

Teaching Methodologies
Marketing
Special Needs
Math/Science/English
Counselor Workshops
Plan next year
Tracking
Business/Industry

* Gina commented that we need to focus more on special populations. Debra said that an integrated approach to this might reach more people. Dick added that the more integrated, the less obvious it will be. Homer said that the instructors at the colleges don't know how to deal with handling special populations and the kids are dropping out. Cassy said that we need to look at how to instruct these at-risk kids in ways that will help meet their needs. Don asked if it would be better to do a road show on special populations, or infuse special population topics into the workshops currently going on. Jo advised that people start working with their special populations coordinator. Carrie said that we need to make sure that the way you teach is responsive to their needs. Debra suggested that special populations be included as a menu item under the major headings.

Don brought up the role of the Operation Committee. Since the Operation Committee is a subset of the Advisory Committee, and Ray is the chair of the Advisory Committee, it is fitting that Ray is the chair of the Operations Committee. George said that we would take all of their suggestions back and work on our plans. Lloyd wanted to mention that Tech-Prep is being brought up in many meetings and it is going to be a very important piece of the workforce puzzle. The directors all need to work together to make sure this initiative takes off. He mentioned that Texas A&M is starting a 4-year technology degree which will be a 2+2 program cooperating with several community colleges.

5. *Teacher Education Survey*. Don asked TJ to speak on his findings from his Teacher Education survey. TJ sent out the survey to all the Deans of Teacher Education programs in Texas to find out the level of awareness of Tech-Prep. What he found was a very low awareness level. He received 40% of the surveys back and several had never heard of Tech-Prep. There was also a high level of misunderstanding of the initiative. We did send out a lot of information concerning Tech-Prep. Don emphasized to the directors to try to get the Deans at the STARLINK teleconference. Carrie added that there is a lot of money out for Tech-Prep. We need to pull in from these other initiatives such as Renaissance to get things going.

6. *Next Meeting*. Ray said that we needed to decide on the next meeting date. April 1 was suggested as well as March 31, but March 31 was not possible. Cassy motioned for the meeting to be April 1 from 2:30 on. Barry said the next Directors Meeting was February 17 to talk about the grant re-applications. Jo motioned that the directors devote 30 minutes during that meeting to discuss professional development. Debbie seconded the motion. Homer said that would not give the Operations Committee much time to discuss these issues and for the Professional Development Consortium to act on their suggestions. Jo
* withdrew the motion. It was suggested to have the meeting April 2 after TAPSOEA at

noon. Cassy made the motion and Debra seconded it and it was approved. Lisa motioned the meeting be adjourned, Pat Flanagan seconded it and the meeting was adjourned.

ADVISORY COMMITTEE MEETING, AUSTIN
MINUTES
April 2, 1993

Attendees:	Donald Clark, George Matott	Tech-Prep Professional Development Consortium
	TJ Mohammed, Janet Gow	
	Homer Hayes	TAPSOEA
	Debra Nicholas	Alamo Consortium
	Cassy Key	Capital Area Consortium
	Barry Russell	Central Texas Consortium
	D'Arcy Poulson	Concho Valley Consortium
	Roger Johnson	Golden Crescent Consortium
	Eileen Booher	Gulf Coast Consortium
	Pat Bubb	Lower Rio Grande Valley Consortium
	Lisa Taylor	North Central Texas Consortium
	Debbie Skinner	North Central Texas Consortium
	Gerald Chen	Panhandle Consortium
	Shirley Shroyer	Permian Basin Consortium
	Ray Brown	South East Texas Consortium
	Jo Huffman	Deep East Texas Consortium
	Allan Merriweather	South Plains Consortium
	Bill Daugherty	West Central Texas Consortium
	Ron Thomson	STARLINK
	Carrie Nelson	Texas Higher Education Coordinating Board

1. ***Highlights.***

- Ron Thomson requested names for next year's Advisory Committee for the next STARLINK teleconferences. The next teleconference will be a town hall for parents and students November 16, at 7:30 p.m.

- Don asked everyone to send names of persons or organizations to serve on next year's Professional Development Advisory Committee.

- Don asked everyone to express any ideas for the Professional Development's reapplication; things they would like to see addressed.

2. ***Workshop Schedule.*** Ray turned the meeting over to Don and Don briefly discussed the agenda for the meeting and then turned it over to George to talk about he workshops. George said the first workshop coming up was April 26-27 in Tyler. The workshop would partly follow the "Fast Track to the Future" workshop. There will be a business/industry panel, a tour of a local business, a section on SCANS/QWFP, concurrent sessions concerning applied methodologies in math, science, and communications, and a section on special populations. A handout was given to everyone with the dates and locations of the upcoming workshops. The ones with the * would be "Fast Track to the Future" workshops handled by Anita Risner. George said we would be getting together with the directors and the presenters to determine any modifications to the Fast Track

agenda. The workshop will be initially for the consortia in the area, and it will be opened up to others as space permits. George said if anyone had any questions about the workshop in their area, he would be back in his office on Tuesday. He then turned the meeting back to Don.

Don said he had been working with Lisa Taylor in the Dallas region for a split workshop April 23 and May 1. On April 23, the participants would be visiting a hospital in Arlington. Lisa said she found her teachers wanted to see business/industry involvement. The CEO of the hospital is going to talk to the workshop participants, and the education coordinator in the hospital is going to speak on special populations. Someone would also speak on state initiatives and the participants would get a tour of the hospital. May 1 would be a hands-on infusion of technology workshop at Eastern Hills High School in Fort Worth.

George and Don asked if there were any clarifications on the workshop schedule, and there were not any.

3. ***STARLINK Teleconference.*** Don said that the teleconference was received very well, and that the people at STARLINK thought it had the highest attendance of all the conferences they have produced this year. Don mentioned that he hoped that the tape of the conference was being shown to people and that we wanted to keep the quality of the tapes up. The Professional Development Consortium is selling the tapes at high quality for $10/tape which covers the cost of the tape, the dubbing, and the shipping and handling. There is also a 6 minute Linkages version of the teleconference which shows how all the initiatives link together. This can also be purchased for $10.

Carrie asked if there was an estimation on the attendance. Ron said they knew of 400 people thus far, but that was not an accurate number. He has not received any information from the ISD's. Homer said he had distributed the tape to several places, George said he has used the tape in several presentations, and Ray said he used the teleconference to kick off his winter conference.

Don said that they were already making plans to do at least one teleconference next year. It will be Tuesday, November 16, at 7:30 p.m. It will be a town hall meeting for students and parents. Ron said that he was taking nominations for anyone who would like to be on the advisory planning committee for this teleconference. Carrie said that they should involve parents, students, and business/industry on the Advisory Committee.

4. ***Reapplication.*** Don said that he and George had met with the Tri-Agency representatives to discuss reapplication plans and the meeting went very well. We want to emphasize team building, and target the post-secondary audience more than we have this past year. He said they would also be looking at restructuring the Advisory Committee to include other important groups. He pointed out that we were missing the academic side of the community colleges. He asked everyone to send any names or organizations who we should involve on this committee. Ray noted that we may want to contact the ASCD (curriculum development). Don said that me might have to increase the number of the committee members, but not too large that it would become unmanageable. Carrie said it would be possible to represent this group not necessarily with directors. Don asked Carrie at this time to tell everyone about the new uniform service regions. Carrie said the State Comptroller's Office has set up 10 regions that will look at things like human services and education. Don said we would conduct one workshop in each of these regions next year. Ray asked if there was a map of these regions, and Dr. Clark said we had one to give to each of them. Don did mention that marketing would not be a specific concern of the Professional Development Consortium, except that everything we do is marketing Tech-Prep. Carrie wanted to emphasize that the Tri-Agency has not forgotten marketing, and are working on a strategy for a media blitz. Don said the Academy and the state conference will probably be taken off the agenda for the Professional Development Consortium.

5. ***Other Business.*** Don asked if there was any other business that needed to be discussed. Pat Bubb asked what the situation was with the TENET bulletin board. TJ said he is still talking to TEA about it and that if we try to initiate it ourselves they will charge us, but if TEA initiates it, there will be no charge. TJ said he has written a letter to Pat Lindley to see if they will initiate it for us.

Debbie Skinner asked what was being done to compile a menu of workshop items to chose from. Don said that we were working on that and should have a menu for next year's workshops.

Ray asked if there was any other business. There was none and the meeting was adjourned.

A2. Operations Committee Meetings

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM OPERATIONS COMMITTEE MEETING
SEPTEMBER 14, 1992 MINUTES

Members Present:		Members Absent:
Gerald Chen + 7 Guests		Homer Hayes
Rick Hernandez		Carrie Nelson
Joan Jernigan (Cassy Key)		
Lee Sloan		
Lisa Taylor + 1 Guest		
Eduardo Vela		
Donald Clark		
George Matott		

The first meeting of the Operations Committee was held on 9/14 from 1-3 PM over the Trans-Texas Videoconference Network (TTVN. Don Clark checked the circuit and had members and guests identify themselves. Tony Hockenberry then covered network procedures.

The meeting began with George Matott identifying the agenda and the priority topics that were established at the Advisory Committee meeting in San Antonio on September 1. Lee Sloan indicated that they should be prioritized and work started on them. In that light George had Don cover the first of the deliverables, a counselor workshop in January or February involving counselor educators and counselor practitioners from each consortium. These people would attend the workshop and a train-the-trainer session and then be able to deliver the workshop back in the consortia for capacity building. The concept needs to be addressed today with details of what's to be covered coming later. Don mentioned Brazos Valley's efforts in counselor workshops and Rick Hernandez covered what they were doing. Lee questioned the use of counselor educators. Don indicated it was for capacity building and that also using local talent such as practitioners would not bypass talent there. It also would help meet secondary/post-secondary needs. West Texas inquired if more than one counselor could be sent due to size of the area. Don indicated we would have to look at it. Austin asked if more than one counselor educator could be sent because of two schools being in the area that are involved. Again it would need to be looked at from cost and workshop size standpoints. It's not cast in stone at this point.

The next deliverable discussed was a principals' workshop to get the principals behind tech-prep. Don indicated we should use junior and senior high principals and tie these resources into the academy. In this way, we build a network of resource people. Fall or early spring was mentioned as a possible time. Reactions were asked for and a suggestion of getting superintendents involved was mentioned.

Next on the agenda was a curriculum development workshop. Lee Sloan indicated we should not try to make curriculum for teachers but concentrate on team building, integration, learning styles, cooperative learning, etc. We should narrowly define our topics so we can get something in depth for each, and get both academic and technical people involved. West Texas already has started and indicated both need to be involved. Three ways were discussed; integrating academic into vocational, vocational into academic and teaming both. Eddie Vela asked what resources were available for hardware & software. Don indicated he has talked with vendors and others may also have resources to refer to. Lee Sloan indicated not to mislead teachers to think you can do things mentioned without equipment. Don asked how many were going to the national tech-prep conference. Several responded with numbers. He said vendors would be there in full force. Lee also indicated he would send a list of vendors.

STARLINK was next on the agenda. Integration was the strawman presented. Don asked Ron Thomson to give background on STARLINK and Ron provided particulars. Integration was discussed and concern for not getting much done in 1.5 hours was mentioned. Lee suggested an awareness tape & to share it after the fact with other groups might do more. It could cover what tech-prep is, how it could be used, benefits gained ,etc. Ron also suggested on-sight activities focused around a topic of promotion awareness. Use resources once for the conference and then use tape. Total Quality Management (TQM) was mentioned & how it relates to tech-prep. Ron indicated it would be useful for STARLINK. He suggested getting someone from the top to make a presentation talking to business leaders, someone like Comissioner Meno or Ashworth or Nabers, or even the Governor.It was indicated by Don that promotion was steered away from because people wanted some meat in it, but he indicated it can be done if needed. Discussion continued and the group was polled with the promotion aspect with TQM as a part of it recommended by the majority. TQM and where it was being offered was discussed further.

Discussion moved to a 3 hour special topics course in implementing tech-prep at A&M and was covered by Don. Also mentioned were 3 one hour special topics seminars. They would be offered at three TTVN locations with 16-20 participants maximum to provide for ample interaction by all. Questions on getting people to a 3 hour course were asked and discussed. West Texas felt long distances to drive would inhibit semester long participation and felt the 1 hour seminars would attract more. Lee Sloan indicated both approaches statewide would garner enough participants to support them. Don indicated we would pursue the plan and identify target sites for the spring.

Train-the-trainer was then discussed and the need was stressed in the curriculum development and counselor areas. It was determined that the counselor program was to be offered in the Nov./Dec. timeframe following discussion as to the appropriate time and need factors. Three to five days was suggested so as to provide enough substance to the workshop. The team approach was suggested with vendors available with the latest technology.

Don and George reviewed what was going to be worked on as a result of the meeting, and before adjourning, Don inquired as to the effectiveness of the TTVN medium for op-com meetings. All felt it was effective. However, it was suggested sometimes face-to-face meetings are needed. There being no new business to discuss, the meeting adjourned at

3:05 PM.

Operations Committee Meeting
Tech-Prep Professional Development Consortium
September 29, 1992

Attendees:	G. Matott and two guests, R. Hernandez, D. Clark, C. Nelson, C. Key, R. Thomson, E. Vela, G. Chen and three guests, L. Taylor and three guests, H. Hayes, L. Sloan

Since Austin was having equipment problems and Lisa had not yet arrived, Dr. Clark suggested that we begin discussing other business. He asked Lee how things went in Houston at the School Board Conference. Lee said that a lot of people were there and stopped by the booth, but very few were involved with Tech-Prep. Not many superintendents stopped, but several school board members showed a great interest in the Tech-Prep program. Carrie had a presentation that he did not attend and Barry Russell and the others presented some material the next day. Lee also mentioned there had been a liaison meeting of Tech-Prep directors concerning curriculum planning and that a newsletter would coming soon from Pat Bubb.

Homer then discussed what had been happening in the Alamo Consortium. They have a new director, Debra Nicholas, who is still getting into the program. Carrie will be giving a presentation at the next TAPSOEA meeting on Tech-Prep, and there will subcommittee meeting on Wednesday.

Dr. Clark moved that we begin the meeting and everyone agreed. Austin was still having equipment problems, so George said we would come back to STARLINK teleconference when Austin could get on the system.

George began with the Counselor Workshop that the Professional Development Consortium will conduct November 16-19, 1992 in College Station. Everyone should have already received a letter regarding the conference including a data sheet with the who, what, where, and when of the conference. Lisa asked if it would be possible to send more than one team of four people to the workshop seeing that her consortium is so large. Don said that she may want to have a primary and an alternate team and that if all of the consortium do not send four people that she could send her other team. The reason for this is that they do not want the workshop to become too large. Lee stated that his consortium would use these four people to train others in his consortium and that Lisa should consider this option. George said there may even be situations where those who attend the workshop will train others who will in turn train others. Gerald asked if it was okay to send only two people to the workshop and Don replied that we just want to make sure that all areas of primary to secondary to post-secondary schools are covered. Cassy asked if we had all our resources yet and that she knew of a person who is new to the Austin area that would be excellent. George asked her to fax us the information. Rick noted that Don Herring, who will be the primary resource for the workshop is excellent and that Don Herring gave a workshop in the Brazos Valley area on September 7, and that the counselors were very excited and interested about the program. Lee cautioned George and Don that we want to make sure that the workshop is relevant to university counselor educators as well as counselor practitioners.

Austin had finally joined us at this time and we went back to the STARLINK conference topic. Ron quickly briefed everyone about the teleconference scheduled for February. No date has been set yet. It will be a promotional teleconference targeted at the secondary/post-secondary audience. It will show how Tech-Prep relates to TQM, QWFP, and Smart jobs to address state needs. We would like to bring in some top-level state spokepersons. Part of the conference will be taped, and part will be a live question and answer session. The final tape will be edited down to a 1 hour tape that can be distributed. Lee Sloan cautioned us not to have too many "talking heads". He thinks that higher level people should give some presentations. Homer is worried that maybe we are trying to hit too large of an audience. Lisa thinks that February is too late to be promoting Tech-Prep and that we need to infuse it. Also, there is a Tech-prep Extravaganza in Dallas on February 4, so we should avoid that date. George noted the date. Ron said that we are trying to reach out to other programs to show how all of them work together. Cassy said that she doesn't think that a presentation has ever been done before with superintendents, principals, and business/industry in the same room and that we need this. Don asked everyone if they thought school board members and community colleges could be fit into this audience. Lee said yes, he thinks it could all fit into one tape. George also said that TSTAR, which broadcasts to around 800 public schools, had also asked to be involved with Tech-Prep. Ron stated that we were trying to reach audiences that we hadn't reached before. Don quickly responded that we do need to move away from the early promotional stages of Tech-Prep and that we need to move more into implementation. Ron thought that what we wanted to do was to show the "whole fabric" and include these high ranking people. If we want to do implementation that would be another conference. Lee said that he doesn't think that we could do a conference for implementation strategies in 1 hour because different consortia have different implementation strategy techniques. Everyone agreed that we need agreement on principles and the audience for the conference. George said that he and Ron have a meeting scheduled with the governor's aides about the governor or one of her staff speaking at the conference. Eddie brought up that he had received a copy of a notice for four NCRVE teleconferences incorporating Tech-Prep and that we need to coordinate these conferences with them and try not to duplicate what they are covering in their conferences. George said that we were already aware of this and were trying not to duplicate any of the other efforts going on. George said that we need communication with the consortia and possibly a newsletter to see what everybody is doing.

George moved on and asked if anyone knew of any schedule conflicts with any of the other Operations Committee Meetings. The AVA meeting conflicts with the December 8 meeting and the Governors Conference conflicts with the November 10 meeting. Carrie also had a conflict with the October 13 meeting. These three meetings will be rescheduled. George will be sending out a grid to indicate when you have other things planned so that we can schedule these meetings around your schedules so that everybody will be at the Operations Committee Meetings. Cassy indicated that she could not attend the November 24 meeting because of her consortium meeting.

George suggested that we move on to the Special Topics Courses. Don said that there will be two courses offered in the Spring. The first will be a Special Topics in Implementing Tech-Prep by Programs. It will cover principles, strategies, and practices, and implementing career guidance, curriculum development, and applied teaching. It will be taught by Dr. Don Herring, Dr. Jim Christiansen, and Dr. Ken Paprock and broadcast over the TTVN Network in Corpus Christi, Dallas, and College Station. The other course will be a Special Topics in Tech-Prep and will be held in the Woodlands in the Houston area*. It has not yet been determined who will teach the class. both will be 3 semester hour courses at the graduate level. Don asked Gerald if West Texas would be interested in offering the TTVN class there also and Gerald said they would. Lynn McGee added that they could probably get at least 5 students.

George then began to discuss other workshops that the Tech-Prep Professional Development Consortium is planning on offering in the next year (that list is included in the minutes) that would cover all areas of importance and cover all geographic regions. He indicated that this was just a straw man schedule intended to get response from the Committee. Cassy said she would like one of the workshops in College Station moved to South Texas, possibly Corpus Christi. Lee commented that the Principals and Administrators workshop needs to tie in with what they are already getting in their local consortia. Lisa said she would like to see the Math/Science workshop offered earlier in the year. Carrie stated that there is already so much money in the Math/Science that we should coordinate something with the projects already going on and pull from their money.

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* Post Meeting Note   Dr. Kenna Turner will be the professor for this course

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George said he had been talking to Bob James with the Texas Alliance for Math, Science & Technology about offering some activities with them. Lee also brought up the Renaissance effort that is going on in Texas right now. They are looking for ways to deliver their program and the Professional Development Consortium should contact them. Lisa asked how long these various workshops would last, concerned with the amount of money they have to work with for sending people to these workshops. Lee suggested that she contact the Dallas/Richardson Service Center and see what money is available to help their cause.

George then asked that all the local consortia let them know what activities they are planning for their consortia. We do not want to duplicate your efforts, and could possibly co-sponsor some activities.

Don then talked briefly about the Teacher Education Grants. Those are due October 15. George and Don have received a lot of phone calls for more information and hopefully this will get the system to talk to itself about Tech-Prep and what is going on. Lee told Don that he had met with CCSU and although they will not be applying for the grant, they are going to propose a developmental series of courses and get the teachers into industry in hopes of them redoing their lesson plans to incorporate more technical information.

George brought up the Schools of Education survey that TJ is working on. Once we have received them back from the institutions we can find out what elements of Tech-Prep are being implemented now, and what still needs to be done. We will let the consortia know what the results are.

George also informed the committee that Tony Howells, the Professional Development Consortium's other Research Associate, is working on a straw man to pass by industry to help get business/industry involved.

George asked if there was any other business that we needed to discuss. Cassy suggested that someone should hold a Texas Tech-Prep Conference sometime in the Spring. She "invited" the Professional Development Consortium to sponsor it. Everyone was in favor of the idea, and Homer said that San Antonio might be the place to hold it. George said he would prepare something and present it at the next Operations Committee Meeting. Lynn McGee mentioned that he had received a Tech-Prep packet from Neil Ballard and we might want to get a copy to circulate to the other consortia. George indicated that he would do so. Lynn also asked how much it would cost to take one of these Special Topics courses. Don said he did not know exactly, but around $200. In the past, the consortium has helped pay for the tuition. Lynn said this time they may not have the money.

With no other business or comments, the meeting was adjourned.

Operations Committee Meeting
Tech-Prep Professional Development Consortium
October 21, 1992

Attendees: D. Clark, G. Matott, R. Hernandez, G. Chen and 2 guests, L. Sloan, H. Hayes, C. Key, E. Vela

Absent: L. Taylor, C. Nelson

1. *Counselor Workshop*. George began the meeting telling everyone the latest plans for the Counselor Workshop to be held in College Station, November 16-19, 1992. Rich Feller, Professor of Counselor Education and Career Guidance from the School of Occupational and Educational Studies at Colorado State has agreed to come to do a presentation Monday afternoon to start the workshop. Jessie Teddlie will also be there to assist. She is involved with TEA in Guidance and Counselor Education. Sylvia Clark will also be playing a small part in the conference. George and Don have arranged for Linda Parrish to organize a team that will talk about special populations. Representatives from the Educational Development Training Center from East Texas will be there to display their guidance material. Gonzalo Garcia is talking to people to present ACT, ETS, GIS counseling software. Joe Keifer will be here from Temple to present SOCRATES and how it relates to QWFP and he will be bringing a guide to the material. Jerry Kapes, from Texas A&M University, will be doing the assessment and interpretation of this assessment.

   Most of the consortia have sent the names of their representatives, but we are still missing 7 or 8 consortia's names. Once we get the names from all the consortia, we will determine the availability for alternate teams to attend. These will be selected on a first-come-first-serve basis as we received the names. Cassy asked if we had talked to Carolyn Maddy-Berstein or Linda Parrish. Don said Linda had been the contact person for establishing a team to speak about special populations, and George told Cassy that he did not have Carolyn's phone number. Cassy said that Linda Parrish should have Carol's number.

2. *STARLINK Conference*. George told everyone that a project advisory committee had been set up to plan for the STARLINK conference to be held in the Spring. This committee consists of Pat Flanagan from the Upper Rio Grande Valley Consortium, Mac McGee from the North Texas Consortium, Lee Sloan from the Coastal Bend Consortium, Carrie Nelson from the Higher Education Coordinating Board, David Leigh who specializes in TQM curriculum, Art Lacy to represent business/industry (Ron is trying to contact him), George Matott from the Professional Development Consortium, and Ron Thomson. The first audio conference for this committee will be October 23 at 3:00 p.m.. to brainstorm and try to set a date and time for the teleconference. George said they would like to tie the conference in with the Governor's Best of Texas, which has not set a date yet. We are trying to avoid the Tech-Prep conference in February, February 4 which is a Tech-Prep Conference in the North Central Consortium, and February 26-27 which is a conference in the Central Texas Consortium when setting dates for the teleconference. We are trying to get the Governor to do a taped introduction to the conference and have Skip Meno, Ken Ashworth, and Kathy Bonner involved with the teleconference to get the upper level managers involved. Again, the conference will cover how Tech-Prep, TQM, QWFP, Smart Jobs, The Skills Development Center, and the 6 goals of education all tie in together. George, and Ron have talked with Robin Roberts about writing the letter to the Governor to get her involvement. There were no questions regarding the conference.

3. *Tech-Prep Annual Conference.* George asked Homer to speak about the plans for the Tech-Prep Annual Conference. They are planning for the conference to be sometime in February and will last 3 days. The first day, registration will be from 11:00 a.m. to 1:00 p.m. The first day will be primarily for the Tech-Prep Academy which will consist of members from each consortium. There will be an opening session and breakout sessions to discuss certain interest areas and to network with others. There will be a mixer from 5:00 p.m. to 7:00 p.m., a dinner, and then a keynote speaker. Homer asked if anyone had any suggestions for the speaker that night and Cassy suggested that we wait until we send out the survey to all the consortia to get their ideas and opinions about the conference.

The actual conference for all participants will start on a Friday morning. Registration will be from 8:00 a.m. to 8:30 a.m. There will be an opening session possibly with Ashworth, Meno, and Bonner where they can give a presentation to the participants and act as a panel so the audience can ask questions. There will be a short break after that. When the survey is sent out, each consortia will be asked to name 3 topics that they would be willing to present at the conference that would highlight some practical activity from their consortia. We would like each consortia to present one topic that is working in their area. Dr. Clark asked if instead of only 3 topics presented in this session we should try to present 5-6 topics so each consortia could present at least one idea. Cassy interjected at this point asking if we were going to send a tentative agenda to the consortia with the survey, or if we were going to send out the survey for ideas and opinions and then create an agenda. Homer said we were just trying to get a structure for the conference because the facilities we need to get will depend on this structure. He is having a difficult time trying to reserve the space in San Antonio for this time. One hotel has suggested that we consider a date in March rather than February. Getting back to the agenda, there would be a lunch on your own after the first schowcases, then maybe a panel of business/industries that are involved with Tech-Prep and then more showcases. Friday night there will be time for each consortia to sit down and sum up what they have seen and learned during the day.

On Saturday we will consider having a presentation by other support initiatives, and another summation period. There will be survey going out shortly to all the consortia directors to get their opinions and ideas for this conference so we can get a better idea of how to structure the conference. Cassy has submitted a tentative letter to be sent to all the consortia directors, all the TAPSOEA members, and others involved with Tech-Prep. Don said we might want to add the March date to the survey to see what kind of response we get. Homer added that we need to change the date on the survey from February 11-14, 1992 to 1993. Cassy said she would add the March date and a place for alternate dates. Homer said that there will always be a conflict with any date we choose. Cassy mentioned that students are going to start registering for classes for next year soon and we should try to get the conference as soon as possible. Lee mentioned that we should check with the Tri-Agency because there are usually a lot of secondary meetings scheduled in February and we may lose a lot of our secondary crowd due to this. George said he would check with Pat Lindley and Carrie Nelson. Lee said that Gina Starr-Hill had indicated that she would be taking the lead for Tech-Prep from the Tri-Agency. George noted this. West Texas also indicated that since counseling would be beginning soon, any changes would not be able to be made until next year.

Getting back to the survey, Homer asked if we shouldn't ask how many people each consortium would want send beyond the 20 member academy. Cassy noted this, but Don thought we should use the words "are coming" instead of "sending." Cassy said she would word it that way. Homer asked Cassy when her goal was to get these surveys out. Cassy said she was trying to get all the corrections and she would then send it to George to mail out. Homer asked Cassy if she would include the idea of having agency speakers, business/industry panels, and initiative supporters as presenters in the survey to get everyone's opinion. Cassy asked Homer to call her after the meeting so that they could discuss the survey further.

4. *Tech-Prep Teacher Education Planning Grants*. George turned the meeting over to Don to talk about the Teacher Education Planning Grants. Don told everyone that he and George were giving a presentation the following day to all the Deans and Directors of Teacher Education Programs in Texas on Tech-Prep. We were not overwhelmed with the number of proposals. He decided not to make a formal announcement concerning these grants until tomorrow at this meeting and until he has talked to Carrie about the specifics of the grants. Cassy asked if anyone had proposed to look at the comparison between children who been taught in an applied academic classroom to children taught in a normal academic classroom. Don said no, that these proposals were more of how to infuse Tech-Prep into the Teacher Education Programs.

5. *School of Education Tech-Prep Survey*. Don suggested that we skip to the School of Teacher Education Tech-Prep Survey that TJ was working on and asked TJ to tell everyone what his progress is on it. TJ said he has compiled an instrument to be sent out as soon as possible to all the Teacher Education Programs in Texas. We are currently waiting for Business Reply envelopes to include with the instrument. TJ hopes to have the responses back by the middle of November. Don included that not only will we get the data back, but it will be educational for the schools also to see what are doing by answering the questions. Homer asked who we were sending the surveys out to and Don said it was to all 67 post-secondary schools with certified Teacher Education Programs.

6. *Special Topic Courses in Tech-Prep*. George moved on to talking about the Tech-Prep courses that will be offered in the Spring as graduate level courses. Kenne Turner will be teaching a course in the Woodlands concerning the management of Tech-Prep, and there will also be a TTVN class offered to College Station, Corpus Christi, Dallas, and West Texas. Don Herring, Jim Christiansen, and Ken Paprock, all Texas A&M professors, will be team teaching the class.

7. *Business/Industry Involvement Strategy*. Tony Howells has been working on this strategy and talking to several consortia members to get input on how best to approach business/industry about getting involved with Tech-Prep. The Professional Development Consortium would like to offer a workshop in the Spring on how to get business/industry involvement from what Tony finds out. Cassy indicated that she had spoken with Tony and he is coming to Austin on Monday to meet some of the people involved there. Lee said he should talk to some people in Fort Worth about C^3, that C^3 is a wonderful program.

8. *Additional Workshops*. Lee mentioned that there is an applied learning workshop being offered in Fort Worth. Don asked everyone if anyone knew of other schools besides Southwest Texas, North Texas, East Texas, UT Tyler, Corpus Christi, West Texas State, and Sam Houston State where possible Tech-Prep programs were being offered. No one knew of any. Cassy asked if that was or could be included in the School of Education Survey. Don said that he didn't think we should. Lee said he was going to have to leave so George interrupted the workshop topic to discuss the next Operations Committee Meeting. The next meeting is scheduled for November 12, from 1:00 p.m. to 3:00 p.m. The October 27 meeting should be canceled (NOTE: There was also a November 10 Operations Committee meeting scheduled that can be canceled. The November 12 meeting has been confirmed with all sites and you have received a fax concerning this.) George said we would confirm this meeting with all the sites and get back to everyone. We returned back to the workshop topic. George asked if anyone had any questions. He

mentioned that we had talked about having the first workshop in West Texas in January or February and would cover learning styles, cooperative learning, and team building. Gerald asked if they would like him to help coordinate the meeting. George said they would appreciate the help from the consortia in the area. George said he would talk to him later about forming a committee to work on this workshop. Cassy asked if we would consider having a Tech-Prep conference in East Texas as soon as possible. Also, had we considered having a workshop in the Lamar-Beaumont area, and if ACT Work Keys Test could be involved in any of the workshops? George said he had been in contact already with ACT, and that he would talk to Doris Sharp and John Fabac about having a workshop in their consortia area. George asked Cassy if Ray Brown was the contact person in Beaumont. Cassy said yes. George moved on to the April-May workshop in Dallas and that he would talk to Lisa Taylor, Sylvia Kelley, and Mac McGee about this. Cassy asked at this point if we could move the marketing workshop up at all in the schedule. George said we could consider it. There is also a business/Industry workshop scheduled for April or May. George said we may want to move it up in the schedule also and that we could discuss it at the Tech-Prep Conference. Finally, there is a Math/Science/Communications Workshop and a location had been tentatively set for College Station. Eddie said there really was nothing being offered in South Texas and maybe we should consider having the Math/Science Workshop in Laredo, Harlingen, or Corpus Christi. Cassy also thought that was a good idea. George said we would work on it.

9. *Other New Business.* Don brought up the possibility of offering a summer Tech-Prep workshop that could get state and national participation. Cassy said a good starting place for that might be Madilyn Hemmings who is the Executive Director of State Directors. We could get a list of Vocational Directors and find out some good topics to present.

Gerald asked if the Professional Development Consortium would consider doing a newsletter for the state. Don said there were already some good Tech-Prep newsletters within the consortia that we could draw resources from. Cassy thought it was a great idea. George said we would need to talk to the consortia to determine the format and make the newsletter broader then the local newsletters. Cassy suggested that we have a spot on the newsletter that the local consortia could input their own local news. She also suggested that we talk to Sylvia Kelley at Global Edge since her background is in marketing. George said we would look into it and for any other input. There being no other new business, the meeting was adjourned.

Operations Committee Meeting
Tech-Prep Professional Development Consortium
November 12, 1992

Attendees: D. Clark, G. Matott, R. Hernandez, G. Chen and 2 guests, L. Sloan, H. Hayes, C. Key, E. Vela, L. Taylor

Absent: C. Nelson

1. *TTVN Special Topics Course*. George asked Don to talk about the special topics courses that are going to be offered through Texas A&M in Spring '93. Don said a letter had been sent out to all the directors in areas where the TTVN course will be taught in the Spring. Originally, Corpus Christi had been one of the locations, but due to other classes being offered at that same time, the Corpus Christi location has been dropped. The class will be offered at West Texas State University, Richardson, and Texas A&M, College Station. The consortium directors in these areas have been asked to nominate 6-8 people from their consortia to enroll in the class. A&M credit will be given. If a person wants credit at West Texas, it may be possible to arrange a special topics credit for the student. The Professional Development Consortium needs the nominations from these directors by December 10. Don Asked if there were any questions or comments about the course. Gerald said he would help out with any arrangements with West Texas State. The class is being team taught by 3 A&M professors, each of whom will be at one of the locations the first night. There will be class the first night, as well as registration.

2. *Other Tech-Prep Courses*. Don mentioned the survey he had sent out to each of the consortium directors asking if they knew of any Tech-Prep courses being offered in the Spring. He said he had not gotten a good response from this letter, and that if any of them knew of any classes please let him know.

3. *Teacher Education Survey*. Don also mentioned the Teacher Education survey that TJ had sent out. TJ has gotten a very good response so far with some good quality results. The surveys are showing though that there is not much knowledge of Tech-Prep.

4. *Annual Tech-Prep Conference*. George turned the meeting over to Butch to discuss the status of the Annual Tech-Prep Conference. Butch said he had gotten the results back from the survey. People were in favor of having a 20 member academy, but many thought 10 people might be more realistic. Many were also very concerned with who was going to pay for the travel for these people. Don said that there was money in the Professional Development Consortium budget for part of the transportation for the academy. Don also agreed that 10 people from each consortium might be more realistic. Cassy mentioned that the answers on the survey really depended on the size of the consortium. She said she had several people who wanted to go. Homer said a lot of consortium do not have money budgeted for this purpose. Cassy mentioned that the consortia who do not have the money need to look into things like airfare deals, and companies that might sponsor such an activity.

   People are definitely interested though. Homer suggested that San Antonio might not be the place for the conference though. South Padre or Dallas might be a better location. The directors had thought that South Padre would be a good place and it would be available in February. The March date conflicted with Spring Break, February would be better. Lee thought that at the directors' meeting it had been decided that it might be better to have it the first week in May. Cassy said she had thought that the directors agreed on the first week in February. Lisa said that she would be willing to talk about Dallas being a possible site. She asked how much would they want the North Central Texas Consortium to be involved as far as planning. Don stated that the Professional Development Consortium was responsible for the Academy, but asked if it was feasible to put on a conference of this magnitude in February. Lee thought that we should move the date to May because there was not enough time to organize the conference. Butch also thought that February might be too soon. Lee pointed out that no counselors could be there in February because they would be heavily into pre-registration. Cassy said that was why we should have the conference as soon as possible, to have an impact on next year's registration. Lisa pointed out that there would be a different agenda for February and May. She asked what were the priorities and intent in conjunction with the state. Gerald thought that Dallas would be a better location, a later date would be better because there would be more time to put on a quality conference. Butch suggested that we move on and come back to a date.

The next item on the survey was the beginning and everyone thought that the academy would be a good beginning for the conference. Possible presentations included a Tri-Agency presentation, an employers presentation, and an expert presentation. Suggested speakers varied. All would be difficult to get in February since it is such short notice. We could get better speakers later in the spring. Butch asked if anyone had a suggestion for a keynote speaker and no one had any comments.

The goals of the conference should be

- To develop a network of Tech-Prep advocates
- To get Industry support
- To build momentum and enthusiasm for the program
- To get better visibility
- To show what Texas had done as far as implementing Tech-Prep
- To establish a Tech-Prep Directory

George said he thought that February was too early for a first class presentation. Cassy suggested that we survey the consortia to decide when the best possible date would be. Lee said he wanted to check the minutes from the director's meeting because he thought that a May date had been decided upon by the directors. Homer asked Don about the Academy meeting. Don said that he liked it early, but maybe a better date for the conference would be in May. He said that Lisa was definitely right that the agenda for a conference in February was different from an agenda for a May conference. Don said he was concerned with the quality of a February conference.

Lisa suggested that maybe we should try for a mini-academy meeting in February with 3-5 people from each consortia. Don said maybe we should separate the academy from the conference. We should have been planning for a conference in February a long time ago, and if we can't put on a great conference in February, we should wait until we can do it right. Butch also suggested the possibility of having the academy meeting in February and then the Conference in May to make it better. The academy would include elementary teachers and administrators, secondary academic and vocational teachers and administrators, post-secondary academic and vocational teachers and administrators, and teacher educators. The goal of the academy is to build a network. George mentioned at this time that a February workshop has also been scheduled with Jo McCarty, Lynn McGee, and other directors in the West Texas area for early February.

Lee pointed out that if we do separate the Academy meeting and the conference, we will have travel expenses for two different trips and that some consortia would not have the money for two trips. At this time George turned the meeting to Jo McCarty who joined Gerald Chen to discuss the arrangements for the workshop in West Texas.

5. *West Texas Workshop*. Jo said that the directors in the West Texas area had a telephone conference to begin planning a regional workshop in Lubbock tentatively for the first part of February. Each of the consortia in the West Texas area will be able to send approximately 20 people with available slots open to other consortia to send teams if they wish. The workshop will cover learning styles, cooperative learning, team teaching, and team building. Lynn McGee is working on a resource for the workshop. Everything is in the planning stage right now. George said Jo had originally planned to have the workshop at the Educational Service Center in Lubbock, but was considering other options to cut down on transportation from the hotel to the Service Center. George asked what Jo's feelings were about the annual conference. Jo said that she would like to see it at a later date to have a better quality workshop. They are heavily involved with UIL in April. She is not in favor of two travel dates for financial reasons. Eddie said he would like the opportunity to touch base with the districts in his consortium to find out what the best time for them would be. George said we could have an audioconference, how soon do we need to get back?

6. *Back to the Tech-Prep Annual Conference*. Homer asked if anyone had gotten a vote from Pat to see what the directors had decided at their meeting. Cassy asked if anyone remembered a vote. Lisa said she did not, but she was in and out of the meeting. Lisa stated hat she was concerned with the quality of the conference. Cassy said it was unclear with a consortia decision, but in May a lot of the people we would be interested as speakers would already be booked at graduations. Gerald said April might be a good compromise, but February was too short. Butch said San Antonio could not host in April. Jo said she did not remember a vote at the directors meeting, she was flexible. Lee asked if maybe the Professional Development Consortium could fax another survey to all the directors tomorrow to see what the best date for them would be and they could fax them back to us by Tuesday, November 17. Homer said we could get the results and then find a facility. Lee said March was definitely out, April was fine if we can find a location. Lee also suggested that we work with TEA to see what their meeting schedule was like. George told Cassy and Butch if they could get the survey together and we could get it out. Butch told Cassy to call him first thing in the morning.

7. *Counselor workshop*. All the arrangements for the counselor workshop have been finalized and we expect all 25 consortia to represented at the workshop.

8. *STARLINK Teleconference*. The planning committee had an audioconference to make more plans for the teleconference. Don and George have drafted a letter to be sent to the governor and are currently waiting for one of the governor's representatives to make any changes to the letter. The tentative agenda hasn't changed much. George said they are trying to get the governor to do a taped introduction, take excerpts from the Tech-Prep tape, have Skip Meno, Ken Ashworth, and Kathy Bonner answer questions, and have a session with John Stevens from TBAC.

9. *Additional Workshops*. George said that he would talk with Eddie about having a workshop in the South Texas area. He was also talking with Doris Sharp in East Texas and Lisa. He said he would get back with them after Thanksgiving. Lee said that he needs teacher training to do training this summer. George agreed. He said that the other consortia should look at attending regional workshops with the same priorities that their consortium needs. George said he was going to survey the regions to determine their priorities. Lisa said that a regional workshop would work good in Dallas and that they would like to target the dates soon. Eddie agreed with Lee and Lisa , the sooner the better.

George said he would call each of them about it.

10. *Any Other New Business.* Eddie asked George if it was possible to get the agenda for the Op-Comm Meetings out sooner so that there is time to get input from their districts about the meeting topics. George asked if a week before the meeting was early enough and Eddie said that would be good. George asked if there was anything else. Lee asked about the next meeting date. After looking at our schedule, George determined that December 3 or 10 would impose the least conflicts. Homer and Cassy had a conflict with the 10th, and December 3 is AVA. George suggested November 30 in the afternoon. Cassy asked if we could start at 1:30 instead of 1:00. George said that would be fine. Everyone said that they could make it, Gerald said he will be late, but he will have Deborah there. George said we would fax a confirmation when all the arrangements were made. With no other business to discuss, the meeting was adjourned.

Operations Committee Meeting
Tech-Prep Professional Development Consortium
November 30, 1992

Attendees: C. Key, R. Hernandez, G. Matott, D. Clark, E. Vela, G. Chen and 3 guests, G. Starr-Hill, L. Taylor, H. Hayes

Absent: C. Nelson, L. Sloan

* Action Item (See Below)

1. *Tri-Agency Inputs*. George began the meeting with the first agenda item which was the Tri-Agency inputs. He and Don had met with the Tri-Agency representatives that morning and George said we would skip this topic and come back to it when Gina Starr-Hill arrived.

2. *Annual Tech-Prep Conference*. George turned the meeting over to Homer to discuss the latest developments with the Tech-Prep Conference. Homer said he had received more responses to the original survey. He had also spoken with Carrie Nelson who suggested that we put off the conference until late summer or early fall to ensure enough time to produce a quality conference. He had not sent out a revised questionnaire because he wanted to discuss the matter with the Operations Committee first. George asked everyone what their feelings were about these dates. Rick said that we need to present a quality workshop and if that means we should wait until fall or late summer then that's what we should shoot for. George asked Rick if he preferred summer or fall and Rick replied early fall. Eddie thought we would have a better turnout if we had it in the fall. Gerald added that he would like to see it in the fall and that would give us more time to prepare. Don asked if we were still looking at San Antonio for a possible site. Homer said that we needed to decide on a site so that we can start to make arrangements. Don asked Homer what were the results from the survey. Homer said the preference shown from the survey was Dallas. Don noted that Lisa had not yet arrived, but that if we shoot for September, we would probably be looking at the third week in September. Homer added that * September 15 - 18 would be good dates. George asked Homer to revise the survey and we would get it out to all the directors to get their input. Homer said he would do that.

3. *Tri-Agency Inputs*. Gina had arrived so George moved back to the Tri-Agency topics. Gina noted that she and Carrie had met with Don and George that morning. They had the same response to the Tech-Prep Conference that it should be no earlier than fall. March would definitely be a problem as far as a date for the conference and summer would be a problem because some secondary schools would not be in session or would be holding inservices.

   She said that they had gotten positive feedback from the Counselor Workshop that the Professional Development Consortium presented. She said that they had discussed the locations for the next workshops. She said that nothing significant has happened, but as far as the legislature, there was a lot on the table. She said that the SMART jobs plan is gaining momentum. They discussed a marketing strategy for Tech-Prep with Don and George and both the Tri-Agency and the Professional Development had made some recommendations. Don added that at 3:30 p.m. there was going to be a SMART jobs conference over the TTVN network that the members should attend if they had the time.

   Gina then began to talk about some recent problems they were having with travel funds.

She said that they were going to be holding regional forums on this issue and that if anyone had any ideas on this matter that they should attend one of these meetings. The meetings would consist of one day for Tech-Prep and one day for JTPA. Don reminded everyone at this point that Tech-Prep money could not be used for tuition and fees for graduate credit. Gina added that any Carl-Perkins money must be used to produce a product. Rick asked if the course resulted in an A-Z how to manual, would that be considered a product? Gina said no, and there was no way to work around that. Homer asked if she was talking about Tech-Prep funds, or Carl-Perkins money. Gina said any Carl-Perkins funds. Don said he would talk to Larry Key to get the exact information and would get back with all of them. Gina said this came about because Lee Sloan was going to use these funds and that there was talk that the Brazos Valley had used these funds, but in the case of Brazos Valley, they had used QWFP funds. Homer asked again for a distinction between Tech-Prep funds and Carl-Perkins funds and Gina and Don said they would talk to Larry Key and get back with everyone.

4. *Suggestions for Regional Workshops*. George said that we had gotten input from Lubbock concerning their regional workshop and the Professional Development Consortium needed to know what would be useful in other areas, how to set them up, and any other suggestions. Lisa announced that she had arrived and Homer informed her that everyone else had chosen Dallas as the best site for the Tech-Prep annual conference. Lisa asked if she was the chairperson for the event and Homer said that they would all be equal partners. Lisa said to let her know what she needed to do. Homer said that we needed to find a facility and asked Lisa if she could check into it. Lisa said she would talk to him later about specifics and Homer said that he would call her in the morning. George asked Lisa if she had any comments on the regional workshops. Lisa said that they needed a workshop on math/science in the North Region and she would like to do the workshop sometime in February. She hadn't sent anything out yet, but late February, early March would be a good time for them. George told her to check with her consortium and let him know. Lisa said that she was concerned about the resources that the Professional Development Consortium could provide. Don said that we could help provide the money, find the talent, or possibly furnish the talent. Lisa asked about the promotion and the organization and Don said that we were going to have to look at our budget and plan out the rest of the year. Lisa said that she would put things together and get back with them.

George asked Eddie about South Texas. Eddie said they also needed math/science training and it needed to be soon, possibly late January or February. He said that they would need help finding a resource person also. Don said that Carrie Nelson was getting a list of contacts to Don and that as soon as they identified the content of the workshop, we can help you find a consultant. Cassy said that Barry Russell also has a list of resource people. Eddie said that some of the people in his area had attended Barry's workshop last summer and it was very good. Gina asked Eddie if they would also include communications teachers. Eddie asked if she meant one workshop with all three types of teachers and Gina said yes, that we needed to include all three. Eddie said that would be difficult because of all the teachers they would have to pull out at the same time. Cassy said that we really should try to integrate the communications teachers with the math/science teachers so we wouldn't be separating groups. Eddie liked the idea if they could tie it all in together, and it would save the consortium money. Gina said she understood the situation, but asked Eddie to see if they could make it work. Don added that Eddie should talk to Alamo, Lower Rio Grande, Upper Rio Grande, Coastal Bend, and Star Consortia to get their inputs and see if they would want to be involved in the workshop. Homer said to call Debra Nicholas about including the Alamo Consortium. Eddie said he would. Gina said to check with Pat Flanagan also to see what they're doing to get business/industry to come in to provide relief time. Eddie said he thought that was a good idea and George told Eddie to get back with him and Eddie said he would get feedback from his consortium and contact him. George said he had been talking with Doris Sharp from East Texas about having a principals workshop in that area. George asked if anyone else had any further questions. Cassy said that D'Arcy Poulson wants a workshop in her area so they do not have to travel since their money is limited. George said he had talked with D'Arcy about the possibility of doing that.

5. *Marketing Plan*. George turned the meeting over to Don to talk about a marketing plan for Tech-Prep. Don said that we need ideas concerning the marketing of Tech-Prep. He suggested the possibility of having a marketing workshop for the directors and other appropriate people from the consortium. Don asked if we knew how to market Tech-Prep to all people. One suggestion was a media blitz, realizing that there are pro's and con's to all ideas. Don brought up the idea of "Each One Teach One" and said that we need to work with the Tri-Agency and we need your ideas. Don asked everyone what we needed. Homer said that in San Antonio they had a corporation that will become the first Tech-Prep Company. This will designate them statewide and regionally and hopefully other companies will see this positively and we can get more support from the private sector. He said that the company was announcing this on their 25th anniversary and pulling in the community colleges to celebrate. Don suggested that we include them in the marketing workshop. Homer said that the consortium called several companies and finally got one that was interested, that it just took a lot of time and work. Don asked if anyone else had any ideas. Lisa said that we needed a statewide marketing plan and the sooner the better. Cassie said that we need to capitalize on Homer's idea and release the company's name, and asked Homer if this would jeopardize the company's celebration. Homer said it would not jeopardize it, but he would not release the name until they announced it. Gina said she would help facilitate that and told Homer that she would need an executive summary of * how this was done and who was involved. She said that she would then draft a letter from Kathy Bonner.

Don asked Rick to share how the Brazos Valley has been working with the local QWFP group. Rick said that the consortium and QWFP have been working together and the business people respond to the consortium's requests and then ask things of the consortium. Over a period of time things have developed. Don noted that he has seen more cooperation between business and eduction than ever before. Don mentioned also at the counselor workshop the topic of how to get business involved came up quite frequently. Rick said that the business people were very responsive as long as they feel you are not wasting their time. Don suggested the possibility of having a joint QWFP - Tech-Prep advisory committee. Homer said that their Public Relations and QWFP groups * were the same and very effective. Don said that we would work with the Tri-Agency and we want your ideas so let us know. Gina said the consortia should also look at using the private industry councils like they use the QWFP and Tech-Prep advisory committees.

6. *Regional Workshop in Lubbock*. George turned the meeting over to Jo McCarty to discuss the latest plans for the workshop. Jo said that they had checked again with the Lubbock Plaza and had gotten the state contract rate, but that would not include amenities. She also said that she needed to get a list of vendors from the participating consortia and suggestions for the meeting that night. Don asked if we had a choice in the rate. At Texas A&M we had to stay at the state rate, but he wasn't sure if everyone else had to also. Homer said that was also true at San Antonio College. Gina said that they must have a bid from the Holiday Inn and the other major hotel in Lubbock to get the best possible rate if it is another hotel besides a state contract hotel. Jo asked if she should set everything with the Lubbock * Plaza. George said yes. Don asked her if we were getting the meeting rooms at no cost and Jo said that we were. George asked Jo if there was anything else and Jo asked how to do the dinner, if they should try to tie the speaker in with the workshop. George said we should try to tie it in with the workshop topics. Jo said the speakers she was looking at

were on different topics, but she could try to find somebody else. George said to do that and asked her what topics the speakers covered that she was currently looking at. Jo said that one spoke on leadership and the other was just a humorous speaker. George said that the leadership is fine, but to see if the speaker could somehow tie his speech into the workshop. Jo said that she also needed a vendor list from the participating consortia and that the participants need to start making their reservations now. George replied that we will need to send a fax to everyone like we did for the Counselor Workshop. George said he would call Jo later with the details.

George asked if there was anything else, and Jo wanted to make a comment about the marketing plan. She mentioned that she had spoken with her college public relations person who told her about a grant to do P.R. for Tech-Prep. Gina said that there was a group out of the College Presidents Association that answered a request for a marketing plan, but the proposal did not meet the requirements. Gina suggested trying alternative resources. She said that it might be possible to combine funds from statewide areas with others to use different resources. Rick added at this point some general information. He mentioned that the Brazos Valley Consortium and QWFP had the same newsletter and brought up the topic again of having a statewide newsletter with a blank for regional news. He emphasized though the link between QWFP and Tech-Prep. George said that we haven't gotten the word out , that we need to show how Tech-Prep and SMART jobs are related. Rick said that from labor standpoint, there are several initiatives going on simultaneously, and it would be nice to see how all these relate to each other. Business keeps asking why all these groups are trying to do the same thing. Gina said that she understood their frustration and it might be helpful to write a letter to state officials asking for something to show how all of these are related. Rick asked what population the teleconference was trying to reach and mentioned that they had presented teleconferences in the past and had gotten marginal results. The Brazos Valley felt like they had reached more people with their newsletters. George said that there would be a hard copy of the teleconference and a tape to distribute after the conference to reach a wider audience. Don brought up the topic of having a statewide letter and said he thought that we couldn't reach a large enough audience with a statewide newsletter as compared to the regional newsletter. He felt that we were better off with the regional newsletters and everyone agreed.

Lynn got back to the Lubbock workshop topic and said he had talked to Anita Riser that morning. She was going to be the resource of the conference and she was planning on coming. George said he would talk to Lynn later about the logistics of her presentations.

7. *Evaluation of the Counselor Workshop*. George had a copy of the evaluation put up on the overhead and said we would get a copy of the evaluation out to all the directors. The workshop was very well received overall with the favored topics on the fist day being Rich Feller's keynote speech and the panel of business/industry personnel. The next day the participants received tours of Texas Municipal Power Agency, Westinghouse, St. Joseph Hospital, and Kent Moore Cabinets and were well received. Jo Kiefer presented QWFP and SOCRATES which got a lot of questions, Kenne Turner and Vickie Mitchell talked about how special populations fit into Tech-Prep, and Jerry Kapes presented career assessment techniques. Wednesday consisted first of career guidance activities led by Don Herring. He had them split into groups and they discussed how to incorporate career guidance activities. Sylvia Clark came from TEA to speak and received several questions. We then had three different teams talk about how Tech-Prep was being implemented in their areas. We also brought in vendors from ACT, ETS, and GIS to present their computer guidance programs and also had a hands-on experience that night which was well received. The last morning Gonzalo Garcia spoke about how to use these computer guidance programs and George got many questions on his presentation of Tech-Prep plans. George finished the conference with a Train the Trainer session to prepare the participants

to go back to their areas and present a similar workshop. The workshop received an overall rating of 4.46 out of 5.00 so the Professional Development Consortium was very pleased. Rick added a congratulations for the workshop and George and Don thanked Rick for supplying the business/industry involvement. Gina said the only negative they had about the workshop was that the participants needed to have the goals and objectives of the conference well in advance so that their principals can give them the approval to attend. George and Don said they would react to that.

8. *Next Meeting Date*. George suggested that we have the next meeting on December 11 and asked if everyone could be there. Lisa, Homer, and Cassy would not be able to attend. December 10 and 11 were out. December 17 - 18 is the Task Force 2000 in Houston, December 16 is the Task Force 5 year Plan. George asked about December 15 and everyone agreed to the morning of December 15 (**NOTE**: We have not yet been able to clear this date, but a memo will be sent to all of you when all the arrangements are made.). After that the TTVN network was cut off, so the meeting was adjourned.

9. *Other Topics*. Since the network was cut off, Cassy asked to have some other topics presented in the minutes.

    - We need input on the upcoming joint QWFP and Tech-Prep meeting in March.
    - We need to get in on all TEA summer workshops now with Tech-Prep.
    - With respect to performance standards and measures, what data will be collected on Tech-Prep at the State and Federal levels in Spring, '93 for the NAVE study?

10. *Action Items*. (Anything marked with a * to the left is an action a member has agreed to)

    - Homer said he would revise the survey for the Tech-Prep Annual Conference.

    - Don said he would talk to Larry Key about the use of Tech-Prep funds for tuition for graduate courses and report his findings to the Operations Committee.

    - Lisa said she would check into finding a facility in Dallas for the Tech-Prep Conference.

    - Lisa said she would check with her consortium about offering a workshop in math/science for late February and get back with George.

    - Don told Lisa we were going to check our budget to see how much we could help the regional consortia present their workshops.

    - Eddie said he would look into the possibility of including communications teachers in their workshop in South Texas. He also said he would contact the other consortia in the South Texas area about presenting the workshop together and get back to George.

    - Eddie took Gina's suggestion to talk to Pat Flanagan about getting business in to provide relief time for the workshop participants.

    - Homer said he would provide Gina with an executive summary of the first Tech-Prep Company to release to the public.

- Don asked everyone for their ideas for a marketing plan.
- Jo said she would finalize the arrangements with the Lubbock Plaza for the workshop in West Texas.
- George asked Jo to talk to her dinner speakers to see if they could adapt their speeches to include the workshop topics.
- George said he would talk to Jo later about getting a letter out to the consortia about the West Texas Workshop.
- Gina told Rick he should write a letter to the state officials telling them of business/industry's desire to see how all the programs like SMART jobs and Tech-Prep are related.
- George and Don said they would try to respond to the school districts wishes to get workshop materials to them sooner so they can approve travel.

Operations Committee Meeting
Tech-Prep Professional Development Consortium
December 15, 1992

Attendees: G. Chen, L. McGee, R. Hernandez, H. Hayes, G. Matott, C. Key, L. Sloan

Absent: L. Taylor, D. Clark, E. Vela, C. Nelson

1. *New Business from Last Meeting*. George mentioned that Cassie had some topics from the
last meeting that were mentioned in the minutes, but were not discussed. The first was
concerning the upcoming joint QWFP - Tech-Prep meeting that will be in March. Cassie
* thought we should have some input about this meeting. George said he would talk to the
Tri-Agency and get back to everyone with the particulars of the meeting. The next was
about getting involved in some of the TEA workshops during the summer. George again
* said that he would talk to Pat Lindley to get a schedule of these workshops and then we can
try to get Tech-Prep on the schedule of some of these meetings. The last was regarding the
information that the Tri-Agency is going to be collecting on Tech-Prep for the NAVE
* study. George said he would talk to the Tri-Agency concerning all these topics and report
his findings to the committee.

When Cassie joined in, George asked her more specifically what she wanted from the
NAVE performance standards and measures. Cassie said that there will be a meeting in
January where qualifications and questions will be given out and it would be helpful if the
Professional Development Consortium could distribute these to the consortia directors.
She also asked if we could get the agendas for the mid-winter conferences and that we
should possibly submit something for the Tech-Prep/QWFP conference. We should
* contact Carrie Nelson or Sally Androtti about that. George said that we would check into
all of those areas.

2. *STARLINK Update*. George moved on to the STARLINK teleconference. They had two meetings yesterday concerning the teleconference. George, Ron Thompson, and David Leigh met with Rod Zent on December 14. Rod is the director of KAMU, which will broadcast the teleconference. The conference will be held February 23 at 7:30 a.m., and hopefully the consortia can tie this conference in with a breakfast meeting. During the meeting with Rod, they identified the linkages they will be using (the ties to QWFP, TQM, etc.) and worked on the scripts.

Ron and George then had an audioconference that afternoon with the teleconference
planning committee. They discussed how they would get promotion out concerning the
teleconference, the where, when, and what, and George and Ron asked the committee to
brainstorm for a title for the teleconfernece. Ken Ashworth has agreed to be a part of the
conference and we are hopeful that Kathy Bonner will also take part. Pat Lindley is going
to speak to Skip Meno and Ken is talking to Nancy Atlas about writing a cover letter to the
governor asking for her participation. John Stevens from TBEC has agreed to be the
moderator for the conference. George asked if anyone had any questions concerning the
teleconference. Homer asked how long the teleconference would be and George said it will
be approximately 1.5 - 2 hours long. Homer asked also who was going to send out the
* invitations. George said that the Professional Development would get the information to
the directors, and the directors would be responsible for distributing the information to the
respective people within their consortium. George said that we would be getting all the

information to the directors soon.

3. *Regional Workshops*. George said that Lisa had called him to say that she could not make the meeting today, but she indicated that she had spoken with the consortium directors in her region, and they had sent a survey out to get further input on the workshop in their * region. She said she would contact George when she had set up arrangements for a time and location. George said he had also contacted Doris Sharp and she was contacting the people in her region and was going to get back with him. Eddie had not called in yet, so George said we would come back to the South Texas workshop when Eddie arrived.

The arrangements for the Lubbock workshop are becoming finalized. It will be held February 8 - 9, 1993 at the Lubbock Plaza and Convention Center. We have received a tentative agenda from Anita Risner, who will be the main resource for the workshop. The workshop will cover providing team building, selling Tech-Prep strategies, teaching strategies, and sharing ideas, and the different sessions will include What is Tech-Prep and What Will It Do To Me?, Learning/Working Styles and Team Power, No One Is As Smart As All of Us, Applied Teaching Strategies, Learning a Living, Change is Not a Dirty Word, and Communicating and Marketing Tech-Prep. She will be bringing a team of three - four people to accommodate up to 150 participants. It will be an activity oriented * workshop. We will be putting together a one page fax to send out to the consortia as soon as possible.

George mentioned at this time that there will be a meeting in Austin during the time of the Mid-Winter Conferences. Barry is making the arrangements for a Tech-Prep Directors Meeting January 27, and there will then be a Professional Development Consortia Meeting the morning of January 28. If anyone needs more information, they should contact Barry Russell about the location.

George asked if there were any other questions about the regional workshops. Lee came in and said that he and Eddie had met in Laredo about having a workshop on Physics and Math in early spring, although a date has not been set yet. They are trying to find a facility * where they can use lab equipment. George told Lee that as soon as they get the particulars, let him know and they can talk about the support that the Professional Development can provide. Lee said that he would.

4. *Tech-Prep Conference*. George said he had spoken with Lisa about having the conference in Dallas sometime in September. She indicated that September 9 - 11 there is a National Association of Broadcasters Meeting, but there wouldn't be a significant number of people attending it. There is also a School Board Association Conference at the Southland Hotel September 24 -27. We may want to look at Wednesday, September 22 - Thursday, September 23 since approximately 9000 people are going to be there. She has spoken to the hotel about blocking 250 - 350 rooms. George asked Homer if Lisa had talked with him and he said she had, but they had reached no conclusions, but that those dates sounded fine to him. George asked everyone's feelings on those dates. Cassie thought they were good, Lee thought it was fine. He liked tying it in with the other conference, but we needed to * make sure that the people won't have a problem with being gone for that long. George said we would start working on it now, and we have time to make adjustments and we can get all the directors inputs. George said he would get back with Lisa to determine the next step. Homer said that we should get together after the holidays to set a time line and make some plans. Lee suggested that we meet in Austin after the Professional Development Meeting, January 28. George said we would shoot for that. Cassie asked when on the 28th. George said he would get back with them on a specific time, that he wanted to talk to Don first about the agenda for the meeting and then he would decide whether it will be before or after the meeting. Homer said he needed to know soon. Cassie asked if it could

be after since she was driving in from Waco that morning. George said we would schedule it after.

5. *Marketing Plan*. George said that he had talked to D'Arcy Poulson about helping us with our marketing plan since she has a marketing background. Jan Crews is also sending some information, and George is trying to contact Sylvia Kelley to help. George asked if anyone had any comments about the marketing plan. Cassie asked if we were going to market our marketing plan to other states. George indicated that Don had spoken to a consulting company from Ithaca, NY at AVA that designed a marketing plan in New York. One of the people working with this consulting team, Bill Kealy, is now at Texas A&M and has agreed to help us. Cassie mentioned that she knew of someone in Oklahoma that did a
* terrific job marketing vocational education so he would be another resource. George asked Cassie to send him the information about him. Gerald asked if we would use any of the local consortia plans that were already being used. George said yes, that we are very interested in what you are doing. If something is working in your area, it will probably
* work for the whole state and we want to know about it. George asked everyone to send any ideas or input, but we need it as soon as possible to start on this. Gerald asked what the time frame is on this, and George said that Don wants to start it quickly after the first of the year. Cassie mentioned that there was a marketing Tech-Prep conference in Colorado that some of her people are going to that we might use as another resource. Lee added that
* this concerned the Tech-Prep Marketing curriculum. George asked Cassie to send the information to him.

6.* *Meeting Schedule '93*. George said that we need to check with the Tri-Agency to get their meeting schedule for next year and all of the members local meeting dates so that we can schedule the Operation Committee Meeting dates for the Spring. Once we get everybody's schedule, we can set some tentative dates and send them to you. If you could respond to that list within 48 hours if there are any conflicts, then we will set a final schedule so that we don't have to change meeting dates like we did this semester. (NOTE: If you can get your schedule to me by Friday, December 18 by 5:00 p.m., I can have a tentative schedule to you Monday morning, and maybe we get the dates set before everyone leaves for
* Christmas!) George asked for everyone to fax their schedules to us within the next couple of days.

7. *Other Business*. George asked if there was any other new business that needed to be discussed. Cassie said that she had been at AVA and that the NCRVE information would
* be useful to the consortium directors. George said that he had already requested any information that NCRVE put out, but that he would get the particular information that she wanted from her and check into it.

Gerald asked George if it would be possible to get a compilation of all the Tech-Prep
* programs that are going on statewide and nationally. George said he would talk to the Tri-Agency because they should have all the information that is going on in the state. He said he could then contact other states around Texas to see what they are doing, and also contact NCRVE. George informed Gerald, though, that it may take a while to get this compilation.

Cassie said that she would like to talk to others about their 6-year plans so we don't reinvent the wheel.

Rick mentioned that he had sent a letter in to Carrie asking about transcripting credit from the high school to the community college. He had asked Carrie to clarify the teacher qualifications for teachers at the secondary level for the credit to be transcripted. He is having a problem finding teachers that meet the Southern Association criteria. He asked if anyone there knew any information that might help him. Cassie said that she had heard

discussions concerning that matter, but she would like to know the answer to that question.
Rick asked if this was even an appropriate question to be asked. George said that it was
definitely appropriate. Homer said that the transcripting of technical course according to
the Southern Association doesn't require a Masters + 18, but just a bachelors. To transfer
credit to a four year institution does require a Masters +18. George said that this could be a
problem with the 2+2+2 program. Homer said that it was up to the receiving institutions
whether the student could get credit and there are always exceptions. He added that you
need to be very careful how you ask the question. Cassie asked George if the Professional
Development Consortium could be a clearinghouse for Tech-Prep teaching job openings to
help the consortia find teachers who meet the Southern Association criteria. Lee suggested *
that a job openings list might be better placed in Pat Bubb's newsletter. Cassie asked if that
was going to be regularly printed. George said he thought it was going to be, but that he *
could call Pat Bubb and find out for sure. Debra from the QWFP in the Panhandle added
that they could help us with a job bank with computer link-ups. George said he would get *
back to her about that to get it moving.

With no other business to be discussed, George reminded them to send the schedules for the Spring and to have a Merry Christmas!

8. *Action Items:*

- George said he would talk to the Tri-Agency about the joint Tech-Prep - QWFP meeting, the schedule for TEA workshops for the summer to see if Tech-Prep can get involved, and the NAVE report. He said he would also check on agendas for the Mid-Winter Conferences.
- The Professional Development Consortium will be getting out the information about the STARLINK teleconference to the consortia directors who then in turn need to distribute it to the appropriate people in their area.
- Lisa said that she would get back with George concerning arrangements for her regional workshop.
- The Professional Development Consortium will be getting information sheets to all the consortia concerning the Lubbock Workshop.
- Lee said that he would contact the Professional Development Consortium when they have more information about the regional workshop in South Texas.
- George said he would talk to Lisa about the next steps concerning the Tech-Prep Conference. Everyone agreed to meet after the meeting January 28, and George said he would get back to everyone with a specific time.
- George asked Cassie to send him the information about the marketing resource from Oklahoma and the conference in Colorado.
- George asked all the consortia directors to send him information concerning the marketing plan.
- George asked everyone to fax their schedules for the Spring.

- George said he will try to compile a list of the Tech-Prep programs in the state and surrounding states.
- Lee suggested that a job opening list be placed in Pat Bubb's newsletter.
- George said he would ask Pat Bubb if her newsletter was going to be printed regularly.
- George said he would contact Debra at QWFP in the Panhandle about a computer link-up.

Summary
Operations Committee Meeting
February 11, 1993

Attendees: C. Key, H. Hayes, D. Nicholas, R. Brown, G. Matott, D. Clark, L. Taylor, E. Vela, L. McGee, G. Chen, C. Nelson, G, Starr-Hill, L. Sloan

Ray Brown, chairman of the Advisory/Operations Committee, chaired this meeting from College Station.

1. Scott had sent results from the survey he conducted to all the Operation Committee Members and explained his findings for the different regions. Teaching Methods, curriculum models, and career pathways ranked as the highest priorities.

2. The Professional Development Consortium has already scheduled tentative workshops in several areas. Don asked Lisa if they were still planning a workshop in the Dallas area. Lisa said she was waiting to talk to the other consortia in her area. Eddie said he needed to talk to the other consortia in his area, but that the second week of March or the third week in April were tentative dates. A principal's workshop is still planned for April 20-21 in Tyler and D'Arcy wants a workshop in her area June 7-9. Pat Flanagan also wants one in El Paso sometime in the summer.

3. The committee wanted to get clarification on what the actual outcome from the Advisory Committee was. After discussion, everyone agreed that the main focus of the Professional Development Consortium will be to concentrate on a road show that will either take the form of the Lubbock workshop, or the Career Guidance Workshop. They will get possible dates for these workshops at the next Tech-Prep Director's Meeting.

4. It was decided to put the Tech-Prep Academy on hold and those funds will be used to sponsor more workshops.

5. It was decided that the Professional Development Consortium would not take an active role in the marketing of Tech-Prep. Marketing would still be taking place through the workshops, but it would not be a concentrated effort on marketing.

6. It was decided that the Tech-Prep Conference would not be a responsibility of the Professional Development Consortium.

7. Don wanted to make a clarification as far as graduate courses are concerned. Graduate courses are not in the scope ofwork for the Professional Development Consortium, but we are working with the graduate department at Texas A&M to coordinate these activities. Don wanted to make it clear that Tech-Prep money was NOT being spent to fund these courses.

Operations Committee Meeting
Tech-Prep Professional Development Consortium
February 11, 1993

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1. ***Highlights.***

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2. ***Redirection of Professional Development Consortium.*** Ray Brown had been elected chair of the Advisory Committee at the last meeting and thus became the chair of the Operations Committee. Don recognized this, and turned the rest of this Operations Committee Meeting over to Ray. The first item on the agenda was the redirection of the Professional Development Consortium. Ray turned the meeting back to Don. Don said that after the initial Advisory Committee Meeting in San Antonio we did our counselor workshop and turned to the regional workshops based on the outcome of that Advisory Committee Meeting. After the most recent meeting in Austin it looked as though the directors want the consortium to do a road show type workshop. We want to get the Operations Committees advice before proceeding. Ray said we should look at redirection during the whole meeting. He then moved on to the next agenda item.

3. ***Road Show Survey.*** Scott had sent a survey to all the directors after the last Advisory Committee Meeting. As he got the results back, he assigned each consortium to one of five regions and looked at the regional responses as well as each individual consortium and all the consortia collectively. He found that the highest ranking priorities of the consortia were teaching methods, curriculum models, and career pathways. The regions basically matched the overall findings, except that business/industry showed up as a high priority in two regions. The survey was sent to all the consortia directors and we received 20/25 back. The directors also indicated the best days for a workshop are Tuesdays and Wednesday. One consortium did indicate they would like a weekend workshop.

   Ray asked if this is what we needed for the road show workshop. Do we want a workshop with career pathways, curriculum models, and teaching methods? Gina asked if we had looked at what the Educational Service Centers were doing and Scott said that his data came from the directors. Gina pointed out that this should not be the only information considered. The Professional Development Consortium needed to look at what everyone else is doing also. Ray said he works within the Educational Service Center and he is working with them on some workshops and he encouraged the other directors to do the same. Carrie wanted to get some clarification on what the difference was between Career Guidance, Curriculum Models, and Career Pathways. She asked if these two couldn't be grouped together. Scott said that he had just taken the key words from the cards that were filled out at the Advisory Committee Meeting and defined the categories that way, so Carrie should really be asking the people who filled out the cards. George said that all three areas were covered in the Counselor Workshop. Don noted that special populations was a topic and did not come out rated very highly overall, but that we would incorporate it into all of our workshops. Ray asked Don to talk about the plans for the tentatively scheduled workshops.

4. ***Tentative Workshops Planned.*** [These dates and topics have been updated since the meeting on February 11, 1993, DLC.] Don said that we had tentatively scheduled several workshops. The week of March 22, possibly Friday/Saturday, the Dallas area wants either a marketing workshop or a math/science/communications workshop. Lisa said that she had been waiting for the results from the survey to decide which type of workshop to hold. She was going to talk to the other consortia in her area. South Texas wants a math/science/communications workshop in the Spring. Eddie said he had talked to Lee, Pat, and the San Antonio area. The best dates for his consortium are the third week of April or the second week of March. George asked if he was going to check with the other consortia and Eddie said he was planning to at the Director's Meeting. We have scheduled a workshop in Tyler for principals and administrators which would cover site-based management and team leading. Doris Sharp and Eugenia Travis are the only participating directors at this time. D'Arcy wants to have workshop June 7-9 and George has scheduled an audioconference on Monday to make arrangements. Pat Flanagan had also indicated that she would like one in El Paso before July. Lee said that the South Texas region is offering

an English/Communications workshop May 10-14.

Homer asked if we were changing directions or not. Is the Professional Development Consortium going to offer the top three priorities from the survey in a workshop, or are we going to go with what the consortia are offering. Don said that we need to meet the needs of the people in the area we are going to. We had planned to do the workshops already scheduled plus the additional road show workshops. Don also asked Lee if he was mentioning their workshop in May because he wanted help. Lee said not necessarily, but they would take the help. Don said that we were going to have to redirect resources to conduct the already scheduled workshops plus develop a menu for the consortia to choose the topics for their road show workshops. Carrie wanted clarification on what the local consortia were doing vs. what the state is doing. She asked if the road show workshops were separate from the others. Don said that they were. Carrie clarified then that the Professional Development Consortium was doing two different things, and that if we have set-up these other workshops, we can't cancel them. Homer asked what the role of the Professional Development Consortium was. Debra added that they wanted statewide support for methodology, instructors, marketing, and counseling. George said he thought there was an indication at the last Advisory Committee Meeting for us to do both the scheduled activities and the road show. If this is not true, tell us. Ray said that there were 4 scheduled activities. We could turn these over to the regional consortia and make it known and give the Professional Development Consortium the opportunity to develop statewide activities. Debra said that Dick Whipple had motioned to take the Lubbock Workshop on the road. The content of the workshop was good, and it would be easy to take on the road since it was already developed. Lynn said that would be good and he asked if we had gotten the evaluation completed. George said we were compiling that material right now and then we could restructure the workshop somewhat to meet the needs of the different areas. The only anomalies would be Lisa's marketing workshop and the Tyler Workshop. Gerald asked if we could get presenters from Texas to get a Texas point of view. George said that we could definitely change the speakers dependent on what the directors want. Ray asked what the content of the Lubbock Workshop was. George replied that it was applied methodology, marketing, planning to implement Tech-Prep, Business/Industry, and learning styles. Debra asked how easy or difficult it would be to repeat these topics. George said that the presenters can do other workshops and we can modify the agenda based on the evaluation of the first workshop and the consortia needs. He suggested that he would have the directors contact the presenters directly to tell them what they want. Debra said that the Lubbock Workshop would be fine and the consortia could have breakout sessions for each region to custom-fit it to their needs. Homer suggested that we do a statewide workshop form College Station and get the level of involvement from the regional workshops, it may not be as in depth though. Ray asked if their were any other responses. Don also mentioned that the counseling topics were at the top of the priorities. We could also make this into a road show and let the region decide which of the two they wanted to hold. Carrie wanted to add that there is a concern that the directors are taking on too much burden with the road show. Homer agreed with this. George and Don said that we were aware of this. Ray asked if there was a consensus with the content of the road show. Discussion continued later

5. *Marketing.* Lisa asked that if Dallas was going to be the center of the marketing workshop, they could not have two workshops. Don said that the marketing workshop that was in the thought stages was going to be a statewide workshop for the directors and their PR representatives. Don said though that with the road shows, we probably would not have the resources to focus on marketing. Carrie said we would not really be taking it off since there is a marketing aspect to just putting on the workshops. Don said we do need to do something to help marketing out locally. Carrie said they were going to produce brochures to help market Tech-Prep. Don asked Ray if they could take the marketing off

the Professional Development Consortium's agenda. Ray asked if anyone disagreed with this suggestion and Cassie added that marketing should not be Don's concern. Everyone else agreed and Ray noted that the marketing aspect of Tech-Prep was formally taken off the Professional Development's agenda.

6. ***Workshop Details.*** Ray commented that the details for setting up these road shows are also causing concern on the part of the Professional Development Consortium. George said that if we go on the road, we will handle ALL the arrangements. Carrie and Homer agreed with that. George said if we were going to handle everything, we would have to get some dates as soon as possible and reserve the space. Lynn said it would be very desirable for the Professional Development Consortium to provide an entire package of food, hotel, and registration to the participants and the consortia. Don said there is no way we can handle taking care of the travel for the participants and nominations. We still need the local involvement to get the people to the workshop. Carrie asked if we would assist in the initial promotion of the workshop and that we would pay the presenters. Don said of course we would. As far as Lynn's suggestion, we can provide the food during the workshop, but we cannot guarantee a block of rooms for the participants in case some do not come and we get stuck paying for the rooms. Lynn agreed that Don was right. Carrie added that the facility arrangements were to be done by the Professional Development Consortium. Don said yes, that we would take over. George said that we would get the facilities, take care of the meals during the workshop and we would expect the consortia to provide the names of the participants and then we can adjust the registration fee to cover the meals. Don added that we would need to get a recommendation from the director in the area as to what the best facilities would be. Gina asked to make sure the meals were not being paid by Perkins Funds. George indicated that the registration fees covers meals and breaks during the workshop and it could not be paid for with Carl-Perkins funds. Don said this fee is to be a part of that persons per diem. Debra asked if we could have a shell of an announcement for distribution where we would only have to change the dates, location, and the presenters. George said that we could. Ray said that the directors would also be called upon to recommend people to serve on a business/industry panel. Lisa asked what kind of format length we were looking at. Would it be a 2 or 21/2 day workshop. George said it would be a full two days. To summarize then, Ray said the Professional Development Consortium was going to concentrate on a road show where they arrange all the details and it will either cover the Lubbock items or the Career Guidance topics.

Carrie said we need to put together a schedule now. Ray said we could get the dates from the directors at the meeting next week in Austin. Cassie asked if they could get an agenda of what would be covered in the previous workshops. George said we would copy what we have done and bring it with us. Debra asked if we were just talking about the Lubbock workshop. George said we were addressing the Counselor Workshop also. Lisa asked if we could bring both in one workshop. Don said we would have to look at it, but it might be difficult to bring that variety of presenters. We want to meet the needs of the consortia, but we need to know the number of people coming. Carrie interjected that she thought what Lisa really meant was to have two tracks, but not at the same time. Don said we could do that. Carrie said that we might be able to have the Lubbock workshop in one part of the state and have the counselor workshop in another part at the same time. Gina noted that the rural people can't afford to send that many people. Homer suggested that there could be two workshops we could send people to.

Carrie asked how we determined the regions we used for our survey. George said that we had chosen the division arbitrarily and asked if this was an acceptable division,. Cassie said she usually sent her people to things in Laredo because their demographics fit with

Laredo and South Texas better. Carrie said it looked good to her. Ray asked if there was anything else. There were no more comments so he moved on to the Academy.

7. ***Tech-Prep Academy.*** Don said the Academy was originally perceived to be a group of Tech-Prep "experts" to brainstorm and talk about Tech-Prep. It was later perceived to be an informative group to educate more people about Tech-Prep. If the Professional Development Consortium is going to be expected to do these road shows, we would need the funds from the Academy to put on these workshops. Carrie asked Don to clarify what the outcomes from the Academy were expected to be. Don said they were going to gather Tech-Prep scholars and spokespeople for Tech-Prep and have initial presentations, show & tell sessions, and think-tank activities to advance our thinking about Tech-Prep. Ray said though that he saw the Academy as a way to bring people up to speed. Ray added that maybe we should have the Professional Development Consortium work on one problem at a time and since everyone needs lower level professional development, they should deal with that issue. Cassie backed up to say that the original intention of the Academy was to get people in that were knowledgeable enough to help the directors. There were going to be 7 person teams to put Tech-Prep into place using the best ideas. It seemed like a good idea then, but we need to tackle the critical issues first. Ray asked if everyone was in agreement that the Academy would be put on hold. Everyone agreed.

8. ***Tech-Prep Conference.*** Ray also said that the Professional Development Consortium would like to get the Tech-Prep Conference off their agenda and put onto the Tech-Prep Director's agenda. Lee said they were going to have a two-day planning workshop and it would be a statewide mission to get it going. Don said he thought the conference was a great idea, but it is not our job right now.

9. ***Graduate Credit Concerns.*** Ray turned the meeting over to Don again. Don said that people are getting the feeling that the Professional Development Consortium is devoting too much time to graduate courses at Texas A&M. It is not in the scope of the Professional Development Consortium, and NO Tech-Prep money is being spent on these courses. Carrie said that we did need that clarification. Ray commented that it was an excellent idea for the Professional Development Consortium to promote Tech-Prep to the teacher Educators. Dr. Clark is playing his role as an educator in this case, and not as the Professional Development Consortium Project Director.

10. ***Other Business.*** Ray asked if there was any further business to discuss. Eddie asked where and when the Tech-Prep Director's meeting was. George said he had talked to Barry and he said he would get it out. Carrie said it was going to be at the Holiday Inn Express at 9:00 a.m. and Barry was sending out a fax. Carrie added that Don and George might have an idea then of how many workshops they can offer before July.

Ray asked if there was anything else, no one commented, and the meeting was adjourned.

Operations Committee Meeting
Tech-Prep Professional Development Consortium
March 11, 1993

Attendees: R. Brown, G. Matott, D. Clark, E. Vela, L. McGee, D. Pickering, C. Nelson, L. Sloan

Ray Brown, chairman of the Advisory/Operations Committee, chaired this meeting from College Station.

1. ***Highlights.***

- Workshops have been scheduled for the Spring and early Summer.

Tyler	April 26-27
Dallas	April 30 - May 1
Houston	May 11-12
San Antonio	June 7-8
Alpine	June 14-15
Abilene	June 21-22
El Paso	June 23-24

  Anita Risner has agreed to do the workshops in El Paso, Houston, and San Antonio.

- Next years plans will focus on special populations, train the trainer workshops, post-secondary, guidance, and tracking.

- A database of presenters was sent to all the directors. The list will be updated when more presenters are sent to us from directors or other sources.

- The STARLINK teleconference went very well, and the Professional Development Consortium is considering doing others. If anyone has ideas for teleconferences, or ideas for editing the tape of this teleconference for distribution, they should contact George or Don.

2. ***Status of Upcoming Workshops*** **.** Ray turned the meeting over to Don. Don said he was planning a workshop in the greater Dallas area with Lisa Taylor. It would be for 50 science teachers, 25 math teachers, and 25 communications teachers. They were planning to visit the supercollider or a hospital and Eastern Hills High School in Fort Worth to see the Lab 2000 and do a PT lab. We would use the teachers there plus Rodney Hamm, a doctoral student at Texas A&M to do a communications workshop and Scott Davis to do a PT workshop. It will be held April 30 - May 1, or possibly a week before. Don then turned the meeting over to George to discuss the other workshops.

   George said that Anita Risner had agreed to do three of our workshops: either May 5-6 or May 10, 11, 12 in Houston, June 7-8 in San Antonio, and June 24-25 in El Paso. We will find other presenters to do the remaining workshops. There is a workshop scheduled for April 19-20 in Tyler and Charlie Rouse from Leander High School has said that they could do that workshop, but the following week. George will talk to Doris about possibly moving the dates to April 26-27.

There is also a workshop in Abilene either the week of June 14 or the week of June 21. It will be a math/science/communications workshop and the presenters will be from Abilene Cooper and Brownwood. George said he is still working with North Texas on a similar workshop in that region.

George said the workshops can take several formats.

1. Day One
    - Kickoff speaker
    - Business/industry panel
    - Teacher panel
    - Business/industry tour

   Day Two
    - Concurrent sessions on math/science/communications
    - General session dealing with team teaching
    - Train the trainer session.

2. Day One
    - Kickoff speaker
    - Business/Industry Panel
    - A team presentation dealing with outcome based education, cooperative learning, and integrating academic and vocational education.

   Day Two
    - Same as Day Two Above

3. Day One
    - Kickoff speaker
    - Business/industry panel
    - Business/industry tour

   Day Two
    - Same as Day Two Above

4. Day One
    - Kickoff speaker
    - Business/industry panel
    - Concurrent sessions on math/science/communications

   Day Two
    - Concurrent session (cont.)
    - General session on team teaching
    - Train the trainer

Each workshop will also include a session on special populations. Ray asked if there were any questions. Ray asked George if he could provide a list of when and where the workshops would be. George said once we get everything finalized, we would get an agenda and the details to the directors. Ray asked if there were any other questions, and there were not, so we moved onto the next agenda item.

3. *Next Years's Plans.* Don reminded everyone of the cards he had them fill out at the last Advisory Committee Meeting about what they wanted to see accomplished next year. Don added that this information did not include the information that was sent to Carrie. Scott had complied the information and Don turned the meeting over to him to explain the results. Scott said that he had taken the cards and found 13 common themes in the

responses. The most interesting was that there was a large request for more train the trainer workshops. Curriculum integration was also on the top of the list. Carrie asked Scott to summarize the top three responses. Scott said those were more train the trainer workshops, curriculum integration, and developing a relationship with business/industry. Don found it very surprising that although many of the directors have indicated that they want more local training, train the trainer came out so highly in this survey. Carrie mentioned that we should look into doing work with the Southern Region Education Board pilot sites. Don said that we would make a note of that. Carrie said that they would know later where the pilot sites would be and when they would start. Ray asked if they had an idea when they would start, and Carrie said that she was not sure, probably in 4-6 weeks.

Don asked if anyone else had any other ideas or input. Lee commented that the first and second were closely related, and that we might also want to look at guidance. Ray added that he would like to see more on tracking, or following the Tech-Prep students through their careers. Carrie agreed that tracking was important and that it would be 1-2 years before the state was up on a program. George said that he had received a memo about a presentation on tracking by Social Security numbers that would be April 26. Carrie said that there was a problem tracking students through the public schools because they could not use social security numbers. They also have to be careful to count special populations separately.

To summarize, Ray said that for next year, the Professional Development Consortium was primarily going to look at train the trainer workshops, guidance, and tracking. Ray asked if there was any other input. Don mentioned that the Professional Development Consortium was making a presentation at the TAPSOEA conference on Tech-Prep professional development and he wanted to get the needs of the Deans and Directors from them. Ray suggested that it might be helpful to have an open-ended instrument to hand out to them. Don said he would take that into consideration.

Carrie asked if we had considered doing any other STARLINK teleconferences. Don said definitely. He welcomed any ideas that the directors might have. They had already discussed doing a Town Meeting of parents and students. Ray asked if we could focus more on post-secondary. Lee said that all professional development under these funds must be joint. Ray agreed, but said that there could be an element that distinguishes one group. Don said that was why we had been pushing the team concept and trying to pull the post-secondary and secondary together in one team to attend the workshops.

Ray asked if there was any other input regarding plans for next year. He then summarized that the Professional Development Consortium would focus on special populations, tracking, and more train the trainer workshops with a post-secondary focus. Don added that everyone should feel welcome to send any input or suggestions at any time.

4. ***Tech-Prep Presenters Database.*** Ray turned the meeting back over to Scott to discuss the database that was sent to all the directors. Scott said that the database consisted of presenters suggested by 5 or 6 directors, the AVA list, and the National Tech-Prep presenter list. This list is being developed, and if anyone has any other names, please get them to Scott. Ray asked Scott if he could include the persons title. Scott said he could. Carrie suggested that Scott contact the Tech-Prep contact in each state to ask for recommendations in each topic area. Scott said he could do that also. Ray asked Scott if he had that contact list. Scott said he did not, but asked Don if he did. Don said he did not have a copy of the list and Carrie said that she would send it.

5. ***STARLINK Teleconference.*** Don asked for everyone's responses to the teleconference. Ray said he used the teleconference as an opening for his Winter Tech-

Prep conference and it went over well. He said there was a good response from business/industry. Carrie asked how to get an edited version of the ACC tape. Don said we had a 6 minute tape of how all the initiatives linked together. Carrie asked if there were any other edited versions of the teleconference. George said he and Ron Thomson had talked about condensing it using your ideas to a one hour show. Carrie said she would like to see one that targets business, one that targets secondary, and one that targets post-secondary. George said that they had considered doing one with TQM, one of the linkages tape, and one of the Palacios tape. Carrie asked if we could send the linkages tape and we said it was in the mail.

George said we had looked at the evaluations from the College Station area, and everyone ranked the teleconference in the 5-6 range with 6 being the highest. We have gotten a very good response from the directors also. The full evaluation has not been done yet, but George said we would send it out to all the directors. He also said that we were getting in several tape orders.

6. ***Other New Business.*** Ray asked if there was any new business to discuss. There was none so Ray adjourned the meeting.

A3. Staff Meetings

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
MINUTES
STAFF MEETING
August 10, 1992

Attendees: D. Clark, G. Matott, J. Gow, TJ Mohamned, K. Werner.

1. *Final Report.* Dr. Clark reminded everyone that the Final Report was due on June 30, 1993. Everything that will be done in the next months will be geared toward completing this report by this time so that funding can be requested for the following year.

2. *Advisory Committee Meeting.* September 1, 1992 was set as the meeting date for the initial meeting of the Tech-Prep Advisory Committee. The meeting will be held at the Hemisfair Plaza in San Antonio. George will be working on the letter of invitation to send out to the advisory committee members once we receive the information packet from the Texas A&M Extension Service. Dr. Clark suggested that the lunch be catered at the Plaza.

3. *TENETWorkshop.* T. J. and Dr. Clark then decided to check into having a workshop immediately following the advisory committee meeting to introduce TENET to the members in hopes of using the system to communicate with all the members of the committee. Dr. Clark asked Janet to call the Extension service about reserving the conference room from 4:00 p.m. to 6:00 p.m. and ask about facilities to hold the workshop.

4. *Course on TTVN.* Dr. Clark discussed the possibility of holding a TTVN class from A&M. All decided it may not be the best idea, but that Lee Sloan should be contacted about conducting a class out of Corpus Christi. Dr. Clark said he would contact Mr. Sloan.

5. *Office Procedures.* It was decided that all copies of minutes and other correspondence should be sent to Dr. Korhonen so that he was aware of the progress of the project. Also, all memos and letters should be carbon copied to Dr. Clark so that the receivers of the letters know that everyone is aware of what is going on.

Bookkeeping. Janet will be keeping all the books and financial statements for the project. Dr. Clark , Janet, and Sally Lescher will have to meet to establish bookkeeping procedures that will align with departmental and University standards.

Tech-Prep Library. All decided that the library should be shelved on the bookshelves outside the supply closet. As the library grows, it will be necessary for Janet to keep a check-out list at her desk for anyone wishing to check out materials.

Calling Cards and Stationary. Dr. Clark brought up the need to get calling cards and stationary made for all project correspondence. Some ideas were considered and Karl was appointed to create something to take to the printers.

6. *Graduate Assistantship.* There is still one graduate assistantship position to be filled. Dr. Clark will work with Dr. Korhonen in the identification and appointment of the individual who will fill this position.

7. *Conference Videotape.* T.J. will begin work on piecing together a hour long videotape that he took at the Tech-Prep Mini Conference in Corpus Christi. The tape can be used at further presentations. T.J. also said he will be working on the instrument for the Teacher Education Survey.

8. ***Review of Mini Conference, August 5-6, 1992.*** Overall, the conference went fairly well. Janet will compile the data received from the evaluations so that Dr. Clark and George can see which sessions were most beneficial and to whom. Dr. Clark will send letters to each of the participants thanking them for their contribution to the conference. George will write a summary of the conference including what occurred and things to work on for the next conference.

9. ***Teacher Education Mini-Grants.*** Dr. Clark referenced the Teacher Education Mini-Grants. He will be preparing an announcement that will be sent to all teacher education units in Texas in early September.

10. ***Announcements.***

There will be a staff meeting every Monday morning at 9:00 a.m.

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
MINUTES
STAFF MEETING
August 24, 1992

Attendees: D. Clark, G. Matott, J. Gow, TJ Mohammed, K. Werner

Minutes were approved from the last meeting.

1. *Upcoming Meetings.*
    - Brazos Valley Quality Workforce Planning - Lunch Tuesday, August 25,1992
    - Faculty Meeting - Breakfast Friday, August 28, 1992
    - TAPSOEA - October 7-9, 1992, held in Austin
    - Second National Tech-Prep Conference - October 4-6, 1992, held in Chicago - Janet is to call Sandy Holmes for registration information.

2. *Tech-Prep Article.* Dr. Clark mentioned the possibility of publishing a Tech-Prep article to receive some recognition in this field.

3. *Advisory Committee Meeting.* George went to San Antonio Friday, August 21, to finalize most of the arrangements concerning the meeting. We have Rooms 101, 102, and 103 to use with room 101 being used for serving coffee and danishes in the morning, as a breakout room during the meeting, and as a serving room for the lunch. The tables will be arranged in a horseshoe as we wished. We will be able to unload our equipment in the loading dock and George is going to check into getting at least one parking permit so we can park fairly close to the Plaza. Otherwise, the closest parking is at the parking garage that costs $3.50 per day.

    Equipment. They will provide us with all the tables plus 2-3 easels and a projector for Dr. Clark's overheads. We will need to bring a 50 foot cord to run an extension from the phone jack for TJ's workshop, probably both an IBM and a Macintosh computer, 3 flip charts, some masking tape, and some markers.

    Food Arrangements. George will contact Linda Gilbert about arranging to get coffee and danishes in the morning. Billy should be able to pick everything up and set up the service area in room 101. We can also probably phone in our lunch order to Linda and they can order it, pick it up, and set it up also. They will then add the cost of the food and drinks to the overall bill.

    TENet Workshop. TJ has gotten our account number and will be able to run an extension cord from the receptionist's office phone to the conference room. He will then have a demonstration on both the IBM and the Macintosh. He will have all the procedures for accessing the system in a handout to give to all the participants.

Meeting Procedures. When each participant registers, he/she will be asked to contribute $10 for the coffee, danishes, lunch, and soft drinks and check their address on our master list and note any changes. They will be given at this time a name tag and a folder with the meeting's agenda and a travel reimbursement form for them to fill out and return to Janet before they leave. Since Janet has not yet received all the RSVP's from the participants, she will call all those who have not yet responded to get a more exact count of the number of people attending. This Thursday or Friday we will send out a FAX memo to remind everyone of the meeting and of the parking situation, and to say that the meeting will start at 8:59, with coffee and danishes being served at 8:30. Although we will have the summaries from each break out group, Janet will still take minutes during the meeting to get all the information down. George and Dr. Clark will discuss the Operations Meeting later on. Lee Sloan, Pat Flanagan, and Margaret Lindsey have been chosen as the facilitators of the break out groups, and Pat Bubb and Lisa Taylor have been chosen as the recorders for Lee and Margaret respectively. Pat Flanagan will be asked who she would like to work with.

4. *Graduate Assistant Position.* Dr. Clark has two interviews with potential graduate students to fill the open GA position. Dr. Korhonen is still looking through the new graduate students to find a suitable candidate.

5. *TTVN class.* Dr. Korhonen is still talking to EHRD faculty members about teaching the class. Dr. Clark is going to call Lee Sloan about Lee teaching the class. Dr. Clark and George need to verify the TTVN dates and locations.

6. *Printer.* Janet has taken data as to how long it is taking to print anything from the computer to the printer. We have talked to David about the situation and there is nothing we can do to speed up the process. Dr. Clark is going to talk to Dr. Korhonen about this matter.

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
# STAFF MEETING
January 19, 1993

Attendees: G. Matott, D. Clark, TJ Mohammed, S. Davis, J. Gow

* Action Items

1. ***Advisory Committee Meeting***. George began updating everyone with the Advisory Committee Meeting that will be held Thursday, January 28 in Austin. The meeting will basically consist of updating the members of our activities and getting their responses to our efforts. We will also be discussing the marketing plan that the Tri-Agency asked us to consider. George has spoken with Jan Crews, D'Arcy Poulson, Sylvia Kelley, Cassy Key about suggestions for a marketing plan. He has also spoken with Bill Kealy in Instructional Technology at Texas A&M about the plan. Bill came from New York where * he worked on the marketing plan for vocational schools. George said he plans on meeting with the directors he wants involved in the marketing plan before the Advisory Committee Meeting. There is also a Tech-Prep Director's Meeting on Wednesday, January 27.

2. ***Other Major Dates.*** March 30-31 is the next joint QWFP/Tech-Prep Directors Meeting in Austin which will lead into the TAPSOEA conference March 31-April 2, 1993. Dr. Clark said that we had submitted a proposal to do a major presentation on Tech-Prep and also conduct a break-out session. It has not yet been confirmed.

3. ***Annual Tech-Prep Conference***. George mentioned that we were trying to get the Tech-Prep Conference moved from our agenda at the Advisory Committee Meeting, to the Tech-Prep Directors' agenda. We will participate in any area the directors want us to, but we feel that the request should come from the directors before we get involved. Scott asked how things were going in the consortia around the state. George said that every consortium is at a different stage, but that people were responsive to Tech-Prep. Scott asked if any articulation was being done and if there were any 2+2 programs. George said that they were being implemented. Scott then asked if they had changed the curriculum for these programs, and George replied that they were using the same curriculum, but with some modifications. The Tri-Agency had required 6-year plans from the schools, so they came up with something, but they needed to go back and make changes.

4. ***Lubbock Workshop***. The final arrangements are being made for the Lubbock Workshop February 8-9, 1993. There will be teams of academic and vocational teachers coming from secondary and post-secondary schools. Anita Risner from the Oklahoma Department of Vocational/Technical Education and her staff will be presenting the workshop topics. We have received most of the materials from her and we will be getting the binders together to ship them to Lubbock. Dr. Clark asked if we had found out how much it was going to cost to ship the binders, and Janet said that Karl had called UPS and it was going to be $12.60 /box and we would probably have 10-12 boxes. Dr. Clark then * asked TJ if he still wanted to go to Lubbock. Janet said she would call to see if we could get TJ's ticket added onto George's and if we could get on the buy-one-ticket, your friend flies free plan. TJ suggested that he might drive if it were not any more expensive, and then he could take the materials with him. We decided that after renting a van, paying mileage costs, and the amount of time it would take, it would be better if TJ flew with George. Dr. Clark asked if we were shipping the materials to the hotel and Janet said no, that we were sending them to the consortium office. Janet said she had also talked with

the hotel in Lubbock, and they were supposed to send us an estimate of what the meals were going to cost and what we would receive for $35/person. George said he was going to talk to Anita today to finalize some details with her.

5. ***STARLINK teleconference***. The teleconference date has been set for February 23, at 7:30 a.m. We are hoping the directors will schedule breakfast meetings for this time to get the necessary people in to see it. George has spoken with TEA and we should be getting the downlinks into most of the regional service centers through TSTAR. George is working on a formal announcement to the Tech-Prep Directors, but is waiting for the Governor's and Skip Meno's confirmations. If the Governor does not respond by today, they are going to pull her off the agenda. The teleconference will show how the various initiatives such as TQM, QWFP, Smart Jobs, etc. all fit together and are working towards the same goals. John Stevens from TBEC is going to be the moderator, Carrie Nelson will be representing the Tri-agency, Robin Roberts will be there from the Governor's office, Sam Zigrossi from business/industry, David Leigh will be there from TQM, and there will be one Tech-Prep student. These people will form a panel that the viewers can call in and ask questions. The teleconference will be held during the Governor's Best of Texas Week.

6. ***Spring Tech-Prep Courses***. There will be a class in the Woodlands that is taught by Kenne Turner concerning the management of Tech-Prep. It will begin tonight. There is also a class being offered over the TTVN network taught by Don Herring, Jim Christiansen, and Ken Paprock covering counseling, curriculum, and teaching methodologies in Tech-Prep. The class is being offered at Texas A&M and West Texas State University Monday nights from 5:00-8:00. Dr. Clark mentioned that a class was being offered at UT-Tyler on Saturday mornings and said he wished we knew what else was being done.

7. ***Other Workshops***. George mentioned to Scott that we had a Counselor's Workshop last semester that had received a very good response. George said we would get an evaluation of the workshop to him. There will also be a workshop out in Tyler April 20-21 which will be for administrators and will cover site-based management and team leading. Scott asked if we had in Texas success with site-based management. George said he was going to talk with Deborah Nance with TEA about site-based management. We are also planning a workshop in San Angelo June 7-9. It will cover alternative teaching methods for teaching math, science, and communications. George has been talking to possible resources. It will probably be at the service center in San Angelo, but if we can't have it there, the Holiday Inn has the facilities. Dr. Clark asked about the credit that we were offering for the workshop. Janet said she had started the paperwork for CEU credit for the Lubbock workshop and George said that Jo was handling the AAT credit, but he would check with her. There will be a Science workshop in Dallas and Lisa Taylor is going to get back to George with their needs, and there will be a Math/Science/Communication Workshop in Laredo. Dr. Clark said we should try to have as many dates set as possible before the Advisory Committee Meeting so we can give the dates to the members. George said that we would also probably be offering a marketing workshop to all the consortium directors and their marketing representatives.

8. ***Summer and Fall Courses***. Dr. Clark and George are planning on offering a course similar to the TTVN course that is being offered presently and will start on July 6 and run to July 22. Fall courses have not been determined yet, but must be turned in by this week. Dr. Clark had been advised that we should look at special populations requirements and how we could incorporate those into our projects. Dr. Clark thought that one of the course offered in the Fall might involve getting more special pops involved in Tech-Prep. We need to make sure when we talk about these courses that we emphasize that Texas A&M is offering the courses and the courses are being paid for through tuition. The Tech-Prep

Professional Development Consortium is merely suggesting that these courses are being offered, and the professors are determining their own syllabi.

9. **_Summer Tech-Prep Workshop_**. Dr. Clark asked Scott if he had no constraints, what would he plan for a Tech-Prep summer workshop, what kind of project activities would he cover. He and Scott were going to set some parameters and suggest this to the Advisory Committee. Scott would be able to offer a PT certification course. Dr. Clark asked what he would need to offer this to 25 people. Scott said 4 stations which would cost anywhere from $5000-$10,000. Scott also said that the format he found worked the best was a 2-3 week course to cover at least the first 7 units. George mentioned that he had been talking to John Morris who was wanting to set up a lab both at A&M and also somewhere in Bryan/College Station, and that we might be able to get the equipment through CORD.

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10. **_Future Staff Meetings_**. Since Scott has classes from 8:00 - 9:00 a.m., it was decided that Mondays at 9:30 would be a good time for our weekly Advisory Committee Meeting. Everyone agreed, and with no further business, the meeting was adjourned.

Action Items

- George said he was planning on meeting with the Tech-Prep Directors who have marketing experienceduring an audio conference to talk to them about the marketing plan.
- Janet said she would check into getting TJ an airline ticket to go to Lubbock.
- George said he was going to talk to Anita to finalize some details.
- George said we would get an evaluation from the Counselor's Workshop to Scott.
- George said he was going to talk to Deborah Nance about site-based management for the Tyler workshop.
- George said he would talk to Jo about getting AAT credit for their workshop.
- Dr. Clark said we should try to finalize as many workshop dates as we can before the Advisory Committee Meeting.
- Dr. Clark said he and Scott were going to set some parameters for a summer workshop offered at A&M and presenting it to the Advisory Committee Meeting.

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
STAFF MEETING
January 25, 1993

Attendees: L. Korhonen, G. Matott, D. Clark, TJ Mohammed, S. Davis, J. Gow

1. ***Plans for Next Year.*** Dr. Korhonen began the meeting talking to the staff about plans for next year. He suggested that we start with a strategy including a small TQM process along with the Tri-Agency. He thought that we should get ahead of the cycle enough to get them started thinking about next year. Dr. Clark said he had been trying to talk to Larry Key about three different items. The first was a time line of newly funded projects as well as for renewal projects. The second was regarding the Advisory Committee Meeting on January 28. The third was midcourse corrections and our plan for next year. Dr. Korhonen said that we should talk to John DeLeon and Laverne Young-Hawkins about their efforts to re-establish a 2+2 program at Texas A&M. They are trying to form a cohort group of community colleges to work through us and start an undergraduate technology program which would work off the programs already in place in the community colleges. He said that TSTC (Texas State Technical College) was getting a $7 million technical enhancement and they were going to be a part of this cohort group. The other colleges that will probably be included are Blinn, Saint Phillips, San Antonio College, and Montgomery County. He wants to show a transition in programs and also wants to offer alternate certification. Hopefully in the next three years, they will have 50-80 students in this undergraduate program. They are going to take the 200-400 level course list that was used previously and expand it so that students can transfer into the program from a community college level and their courses at the community college will be equivalent to some of the courses on this list. They will all be EHRD courses and Dr. Korhonen hopes there will be approximately 15-20. He said that anyone who wants to work with John getting this cohort group together should contact John. George said that this looks like the way to go with the 2+2 programs. Dr. Korhonen said that Dr. Householder and Dr. Young-Hawkins have been working on the transfer equivalency list and we're hoping the program will consist of transfer students from the community colleges and they will only spend 18 months in the program here.

   Dr. Korhonen also mentioned that the biggest grant that is going to be coming from the state will be a Skills Analysis grant. They basically want to reinvent SCANS and determine a basic skills analysis for Texas. George asked if it would be linked to SMART Jobs. Dr. Korhonen said it would. Dr. Korhonen said that the biggest criticism about the present material is concerning the skills based training curriculum and that it is not DACUM based. All the Tri-Agency members have finally agreed that we need to start looking at skills analysis. They want to use SCANS, competency based learning, and make it Texas specific. George said that his task force had recommended that they do such things as use DACUM, interview industries, do job analyses, etc. Dr. Korhonen said that job analyses are good, but that it is hard to predict what the jobs are going to be 3 years from now. George said that they would have to go back and look at the task analyses then. Dr. Korhonen mentioned the Quest program that has started in the San Antonio, Corpus Christi area. They will be getting $4 million in the next two years and they are mainly looking at the health professions. There will be program centers at the community colleges. Dr. Korhonen also said there was a big movement to redirect money out of certain programs such as Agriculture in Technology. Austin is going to release a report of how the money is spent currently and do a program audit. Everyone agreed that this was not going to happen without a fight. Dr. Korhonen said that some money will go into things like Agricultural Education, but will have to be used for different purposes. He also said that from what he has seen, SMART Jobs Fund really has no potential to take off. Dr. Clark asked if the Tri-Agency was looking at changing where the Tech-Prep money is coming from. Dr. Korhonen said that he didn't think so, but that they might have a new player with the new vocational director at TEA. Dr. Clark asked Dr. Korhonen if he thought that Tech-Prep might get pulled back to TEA. Dr. Korhonen said he wasn't sure.

Dr. Korhonen got back on the subject of the new technology program at A&M and said that we are going to start looking at a different admissions process for this program. They also want to make sure that the courses are not watered down, but at the same time not make the degree as difficult as it was in the past. The actual degree will be Interdisciplinary Technology. Dr. Korhonen said that the department was definitely willing to spend money on marketing the program.

Dr. Korhonen said that he needed to go, but that he had wanted to talk about us getting a strategy going to get the Tri-Agency together and mention the 2+2 program. Dr. Clark asked about the Vice-President office's reaction to what we are trying to do. Dr. Korhonen said he had met with Engelgau and Gaston and they were in favor of anything that got the freshman and sophomores out, and got minority enrollment up. George asked if anything was being displaced by this new program. Dr. Korhonen said definitely no, and the Coordinating Board was in favor of this. Dr. Korhonen told Dr. Clark he would be in Austin at our Advisory Committee Meeting and he would see them there.

2. ***Update.*** George said that he had a meeting at 10:30 with STARLINK to go over some more of the script for the teleconference and to review the budget. We have gotten no definite word on the governor or Meno yet. The Lubbock workshop is going well and we should have everything finalized this week. Some more dates have been set for regional workshops. The week of March 22 we are tentatively planning a marketing workshop in the North Texas region. We are also planning a March/April workshop for South Texas concerning math/science/communication teaching methodologies. June 7-9 there will be a workshop in the San Angelo area on alternative teaching methods. Finally, April 20-21 there will be a workshop in East Texas regarding site-based management and team leading for school administrators. He has talked to the Lead Center in Austin whom TEA recommended who does does an excellent workshop in this field. George said that he was going to call TSTC and get an organizational chart of their administration.

3. ***Summer Institute.*** Scott had drafted a tentative proposal for a summer Tech-Prep institute. He had two basic approaches. The first was to integrate all the traditional subjects using traditional curriculum and show how this is possible. The other was to incorporate applied academics. He asked Dr. Clark what he thought of the two approaches and asked if there were other alternatives, or what was the next step. Dr. Clark asked him to look into the possibilities of getting a PT lab together.

With no other business, the meeting was adjourned.

Tech-Prep Professional Development Consortium
Staff Meeting
March 8, 1993

Attendees: G. Matott, S. Davis, TJ Mohammed, J. Gow

Dr. Clark is meeting with Lisa Taylor this Friday in Dallas to make arrangements for the Dallas workshop. George and Dr. Clark will be meeting with the Tri-Agency representatives March 25 to discuss plans for next year.

George has talked with Doris Sharp in Tyler and April 19-20 are feasible workshop dates and Doris said she would start looking for facilities to hold the workshop. Eileen Booher said the week of May 3-6 would be good for a workshop in Houston. George is then going to talk to Ray Brown to see if the week of May 10-12 would be good for a workshop in Beaumont. George is working with Jeri Pfeiffer in Abilene to make all the arrangements out there. The El Paso dates are June 23-24 and then in Alpine June 14-15. South Texas has agreed to a date the week of June 7. George needs to talk with Sylvia, Jan, and Mac to set up a workshop similar to the workshop/tours in Dallas.

The Operations Committee Meeting agenda will consist of workshop plans, next years concerns, and the response to the STARLINK teleconference.

Scott said that he had gone to the Local School District/A&M COE Coordination Meeting on Thursday and they were going to re-establish the Brazos Valley Teaching Center which would approve all teaching methodologies or workshops dealing with teaching methodologies and other education concerns going on in the school districts. The main concern that came out of the meeting was the lack of communication between the people in early field experiences in the school district and the student teaching office at Texas A&M. There was also concern that Texas A&M did not offer a student deficiency plan.

TJ said that he attended a TQM Advisory Committee on Friday and they basically wanted input regarding these competencies and looked at a strategy for statewide dissemination of the program.

Tech-Prep Professional Development Consortium
Staff Meeting
March 22, 1993

Attendees: D. Clark, G. Matott, S. Davis, TJ Mohammed, J. Gow

Dr. Clark met with Lisa Taylor in Dallas to discuss plans for a workshop. After meeting with the people from the Fort Worth school district and the people involved with Tech-Prep in Fort Worth, it looks like technology might be included in the Tech-Prep program in Fort Worth. Dr. Clark and Lisa visited a hospital in Arlington which the participants will tour Friday, April 23. They also set up plans to see the Lab 2000 at Eastern Hills High School where we will offer a math, science, and communication workshop. There will be 4 groups of 32 people each which will participate.

Dr. Clark mentioned that he and George would be meeting with Tri-Agency on Thursday to discuss plans for next year. Dr. Clark once again emphasized the need for a special populations segment in our workshops. George also mentioned that we might want to get involved with the Youth Apprenticeship program because there will be a lot of money coming from JTPA for this effort. Dr. Clark asked if there would be a supplement for professional development, and George said that Gina did not have the specifics yet, but she would get with us when she did.George said that he would be attending the Youth Apprenticeship meeting for the Austin area on Friday.

George reminded everyone of the QWFP/JTPA meeting in Austin at the Red Lion which would be immediately followed by the TAPSOEA conference which would be at the Doubletree Inn. We would be having a short Advisory Committee meeting after TAPSOEA at the Doubletree Inn. We can get the room at no charge if we have more than 30 people present. Janet is working on making the arrangements.

George has finalized several of the workshops. Anita Risner has agreed to do the workshops in Houston May 11-12, San Antonio June 7-8, and El Paso June 23-24. Charlie Rouse and his team from Leander have agreed to do the workshop in Tyler April 26-27. George said he would try to find someone to do a segment on special populations. He would check with Vickie Mitchell or possibly with Carolyn Maddy-Bernstein. Dan Washam at ACC has also said he would work with us on special populations. George said he has also been talking to Ron McQueen from Cooper High School to do a workshop in Abilene June 21-22. Jeri Pfeiffer has been recommended for a kick-off speaker and George said he was going to talk to Bill Daugherty about getting the team from Brownwood to present also. George said he was going to try to get this same group to present at the Alpine workshop also. George said he was going to talk to Mac, Sylvia, and Jan to get something up there and we still need to schedule a date for Ray in Beaumont.

Dr. Clark asked Scott how the binders should be handled at the Dallas workshop. Will each participant get all the handouts, or just the ones for the content area they are involved in. Scott said we would probably get the presenters to hand out their materials during their presentation. Dr. Clark said we had three ways to handle it:

1. Each person gets the detailed materials for the portion they are involved with, and then an overview for the other areas.
2. Make all the materials available for everyone.
3. Each person receives only the materials for the portion they are involved in.

Dr. Clark thought we should at least give an overview to everyone for the portions they are not involved in. Scott pointed out that we need to integrate the presentations. We shouldn't be separating the topics, but instead showing how each works with each other. Scott suggested that we have a thematic approach to that part of the workshop.

Dr. Clark asked George and Janet how we go about getting AAT credit since we should be handling that from now on. George said that we fill out the form and send in the paperwork to get the credit approved. Dr. Clark said that he didn't think we could get CEU credit and AAT credit. He asked Janet to get him the paperwork on the AAT credit.

George mentioned that he and TJ had talked about TJ helping George get the first workshops off the ground.

With no other new business, the meeting was adjourned.

APPENDIX B

Summary of Activities for FY 92-93

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM ACTIVITIES FOR FY 92-93

A summary of Tech-Prep Professional Development Consortium activities for the grant year follow. For these activities records have been kept on file. For this update, only pertinent information for each activity is summarized.

- Tech-Prep Presentations(3) of Tech-Prep/Health Occupations - A Working Model, at Health Occupations Teachers Professional Improvement Conference, Houston - Aug. 5, by El Paso Community College and Upper Rio Grande TP Consortium Teachers.

- Tech-Prep Mini Conference, Aug. 5 - 6, 1993.
  Implementation of Tech-Prep as a total system with emphasis on involvement / advancement of T&I Education within Tech-Prep.

- Tech-Prep Presentations(2) on Identification of Tech-Prep Students, at First Annual Southeast Texas Consortium Summer Tech-Prep Conference, Beaumont - Aug. 11, by Dr. Gonzalo Garcia.

- Tech-Prep Professional Development Consortium Meeting, Sept. 1, 1993.
  Organizational meeting and needs analysis for professional development conducted, results tabulated.

- Quality Work Force Planning/Tech-Prep Directors' Meeting, Sept. 2 - 3, 1993.
  Tri-Agency dialogue on skills development / Director cross-training.

- Tech-Prep presentations:
  Texas A&M methods class - Sept. 14, and
  Brazos Valley Counselor's Workshop - Sept. 16, 1992.

- Attended National Tech-Prep Network & TAPSOEA Conference, Oct. 4 - 9, 1993

- Grant competition for three $5K planning grants for infusing Tech-Prep initiatives in Teacher Education Programs with grants awarded to Texas Tech, UT Tyler, West Texas State on Oct. 22, 1992.

- Presented Tech-Prep Professional Development to Deans of Colleges of Education at Texas Conference on Teacher Education, Oct. 22, 1993, Houston, TX.

- Counselor Workshop: Linking Career Guidance & Tech-Prep - Nov. 16 - 19, 1993.
  Counselor educators/practitioners from each consortia met to learn & train in this area back in their regions. Evaluation report indicated strong overall satisfaction.

- Survey of Texas Teacher Education units to determine current level of Tech-Prep knowledge & activity included in pre-service programs. Distributed Nov. 1992 with 40% return, report of results generated.

- Developed & began implementing strategy for more business/industry involvement in school-to-work transition & internships for teachers/counselors - Nov. 1992.

- TPPDC Operations Committee Meetings held on 9/14/92, 9/29/92, 10/21/92, 11/12/92, 11/30/92, 12/15/92, 2/11/93, and 3/11/93.

- IDED 689 - Special Topics in Implementing Tech-Prep Programs Applying/implementing the Tech-Prep system in career guidance, curriculum development and applied teaching methods. - Spring '93 class began Jan. 11 in College Station and Canyon with 21 students (Graduate course, 3 credit hours.)
  NOTE: Taught by regular A&M faculty - Coordinated by TPPDC

- IDED 689 - Special Topics in Managing the Tech-Prep Process: The Total Quality Management Approach - Spring '93 class began Jan. 19 at the Woodlands (Graduate course, 3 cr. hr.)
  NOTE: Taught by adjunct A&M faculty - Coordinated by TPPDC

- Tech-Prep Professional Development Consortium Advisory Committee Meeting Jan. 28, 1993, Austin - Mid-Course corrections, workshop schedules, STARLINK teleconference, and needs survey addressed.

- Teacher Workshop: Fast Track to the Future - Feb. 8 - 9, 1993, Lubbock, TX. Secondary/Post-Secondary Science, Math, Communications, and Vocational teachers from consortia in the West Texas region met to cover Tech-Prep concepts, related teaching/learning strategies, team building. Evaluations were positive.

- STARLINK Tech-Prep Teleconference - Feb. 23, 7:30 - 9:00 AM Addressed how Tech-Prep relates to Smart Jobs, Texas Skills Development Program, Quality Work Force Planning and Total Quality Management to address state needs. Presenters included top-level state individuals. Feedback was very positive.

- Tech-Prep Professional Development presentation to Association of Texas Technology Education Conference, Feb. 26, 1993. Feedback was positive.

- Tech-Prep presentation to Center High School Staff, March 4, 1993. Feedback was positive.

- Participated in Quality Work Force Planning/Tech-Prep Directors' Meeting, March 30-31, 1993, Austin, TX.

- TAPSOEA Meeting, March 31, April 1 - 2, 1993, Austin, TX. Two Tech-Prep Professional Development Concurrent Sessions presented.

- Tech-Prep Professional Development Consortium Advisory Committee Meeting, April 2, 1993, Austin, TX. Workshop schedule, reapplication grant, results/plans of STARLINK teleconferences addressed.

- Teacher Workshop: Applied Methodology and Tech-Prep - April 23 and May 1, 1993, Arlington/Fort Worth. Secondary Mathematics, Science, Communications, and Vocational Teachers met to cover integrated academics teaching/learning strategies in preparing students for the workplace. Overall evaluations were very good.

- Teacher Workshop: Linking the Classroom to the Workplace - April 26 - 27, 1993, Tyler, TX. Secondary Mathematics, Science, Communications, Vocational Teachers from consortia in East Texas met to learn and use techniques for developing work-place skills with integrated academics. Overall evaluations were good.

- Teacher Workshop: Fast Track to the Future - May 11 - 12, 1993, Houston, TX. Secondary Mathematics, Science, Communications, Vocational Teachers and Administrators met to cover Tech-Prep concepts, related teaching/learning strategies, team building. Overall evaluations were good.
- Participated in Tech-Prep State Planning Workshop June 1-3, 1993 at Kerrville, TX.
- Participated in "Evaluating Your Tech-Prep Program" Workshop, June 4-5, 1993, Waco, TX. Workshop sponsored by CORD, Waco.
- Teacher Workshop: Fast Track to the Future - June 7 - 8, 1993 San Antonio, TX. Secondary Mathematics, Science, Communications, Vocational Teachers and Administrators met to cover Tech-Prep concepts, related teaching/learning strategies, team building. Overall evaluations were good.
- Producer's Advisory Committee Meeting for Tech-Prep STARLINK Teleconference (Parent's Meeting, Nov. 16, 1993) held on June 10, 1993 in Austin, TX. Audio conference follow-up held on June 23 Austin.
- Teacher Workshop: Fast Track to the Future - June 14 - 15, 1993, Alpine, TX. Secondary Mathematics, Science, Communications, Vocational Teachers and Administrators met to cover Tech-Prep concepts, related teaching/learning strategies, team building. Overall evaluations were good.
- Teacher Workshop: Applied Methodology and Tech-Prep - June 21 - 22, 1993, Abilene, TX. Secondary Mathematics, Science, Communications Teachers met to cover integrated academics teaching/learning strategies. Overall evaluations were good.
- Teacher Workshop: Fast Track to the Future - June 23 - 24, 1993, El Paso, TX. Workshop canceled due to low registration. Participants were directed to the Abilene workshop, one opted to attend at TPPDC expense.

APPENDIX C

Needs Analyses

C1. Professional development needs for FY 92-93

C2. Needs analysis Conducted at the Advisory Committee Meeting
September 2, 1992 San Antonio, TX

C3. Mid-course Corrections: Advisory Committee Meeting, Austin, TX.
January 28, 1993

C4. Teacher Education Survey

C5. Business & Industry Strategy

C6. TAPSOEA, April 1993.

C1. Professional development needs for FY 92-93

Summary of Texas Statewide Tech-Prep Consortia Grant Applications for FY 92-93

The grant applications submitted by the individual Tech-Prep consortia were skimmed in order to identify the competencies that needed to be developed. The reviewer examined and synthesized the items that were identified by each consortium as areas for focusing future professional development efforts.

After reviewing the proposals, a preliminary list of professional development needs was developed. Items were added to the list as new areas emerged from additional reviews. A total number of hits was tabulated for each professional development topic. The list was shortened by selecting the more recurrent areas. An arbitrary cut off point of nine was chosen in an attempt to short-list the synthesized professional development topics. This short list resulted in eight major headings as listed below:

1. Needs assessments,
2. Competency-based curriculum development,
3. Professional development
4. Resource procurement,
5. Promotion of Tech-prep,
6. Counseling & career planning,
7. Program management, and
8. Other.

From the list an instrument was developed. For each question on the instrument there were nine detailed responses. With this repeating format the participants would be able to fill out the instrument quickly. Writing space was provided at the end of each question/category so the participants could nominate individual(s) that they perceived to be experts in that area for the talent bank. In the last page of the instrument six open ended questions were asked relative to what has been completed in the respondent's consortium to date, new developments that have emerged, and those activities that have and/or have not worked for the consortium.

1	NEEDS ASSESSMENT				
2		SURVEY			
3			WORKSHOP ON SURVEY DEVELOPMENT, DATA COLLECTION, AND ANALYZING		13
9	COMPETENCY BASED CURRICULUM DEVELOPMENT				
11		JUNIOR HIGH CAREERS			13
12		HIGH SCHOOL TECH-PREP			19
18		POST SECONDARY TECH-PREP			17
28		ARTICULATION			16
29			SECONDARY TO POST SECONDARY		13
30			VOC ED & COMMUNITY COLLEGE TO UNIVERSITY		9
46	PROFESSIONAL DEVELOPMENT				
47		PROGRAM DEVELOPMENT			14
48		ORIENTATION			13
49			ADMINISTRATION, COUSELORS, INSTRUCTORS		16
51			SCHOOL BOARDS AND PUBLIC		10
53		SUMMER CURRICULUM INSTRUCTIONAL WORKSHOPS			11
59			JTPA		17
60			QWFP		16
61			OTHER AGENCIES		15
62			INDUSTRY		18
63			BUSINESS		18
64			LABOR		15
67	RESOURCE PROCUREMENT				
68		PERSONNEL, FACILITIES, EQUIPMENT, SOFTWARE, SUPPLIES			13
75	PROMOTION OF TECH-PREP				
76		ORIENTATION			13
77			ADMINISTRATORS, COUNSELORS, INSTRUCTORS, STUDENTS, PARENTS		9
80				NEWSLETTERS, BROCHURES, FLYERS, POSTERS, BUMPER STICKERS	12
82				VIDEO, MULTI-MEDIA, ELECTRONIC BULLETIN BOARD	10
83				TELECONFERENCE, SPEAKERS	12
87				NEWSPAPERS, MAGAZINES, JOURNALS	9
99	COUNSELING & CAREER PLANNING				
100		APTITUDE & INTEREST ASSESSMENT			11
102		CAREER GUIDANCE			10
118		SPECIAL NEEDS STUDENTS SERVICES			9
125	PROGRAM MANAGEMENT				
126		EVALUATION OF PROGRAMS			14
127			DESIGNING EVALUATION PROCESS		13
141			WORKPLACE LEARNING		9
150		STUDENT RECRUITMENT			11

1	NEEDS ASSESSMENT				
2		SURVEY			13
3			WORKSHOP ON SURVEY DEVELOPMENT, DATA COLLECTION, AND ANALYZING		1
4			MARKETABLE COMPETENCIES		1
5			JOB NEEDS		1
6			COMPETENCY BASED IN-DEPTH ANALYSIS OF CURRICULUM		1
7					
8					
9	COMPETENCY BASED CURRICULUM DEVELOPMENT				
10		ELEMENTARY AWARENESS			3
11		JUNIOR HIGH CAREERS			13
12		HIGH SCHOOL TECH-PREP			18
13			COMMUNICATIONS		4
14			MATH		2
15			SCIENCE		2
16			CRITICAL THINKING SKILLS		2
17			TECHNICAL EXPERTISE		2
18		POST SECONDARY TECH-PREP			17
19			COMMUNICATIONS		4
20				ORAL	4
21				WRITTEN	4
22			MATH		2
23			SCIENCE		2
24				PHYSICS	2
25				CHEMESTRY	2
26				BIOLOGY	1
27			NEW HIGH SCHOOL GRADUATION REQUIREMENTS		1
28		ARTICULATION			16
29			SECONDARY TO POST SECONDARY		13
30			VOC ED & COMMUNITY COLLEGE TO UNIVERSITY		9
31		STUDENT LEADERSHIP PROGRAMS			1
32			VICA		1
33			OTHERS		1
34		FORUMS			3
35		MEDIA FOR TEACHING			3
36			VIDEO		3
37			SOFTWARE		3
38			INTERACTIVE VIDEO		2
39					4
40		UNIVERSITY COURSES AND PROGRAMS			1
41			UNDERGRADUATE		1
42			GRADUATE		1
43		SEAMLESS RELATIONSHIP BETWEEN SECONDARY/POST-SECONDARY/JOB MARKET			4
44			PLACEMENT OFFICE		1
45					
46	PROFESSIONAL DEVELOPMENT				
47		PROGRAM DEVELOPMENT			14

48	ORIENTATION	16
49	ADMINISTRATION, COUSELORS, INSTRUCTORS	16
50	STUDENTS AND PARENTS	8
51	SCHOOL BOARDS AND PUBLIC	10
52	GUIDE BOOK FOR TECH-PREP	1
53	CURRICULUM INSTRUCTIONAL WORKSHOPS	11
54	IDENTIFY AND MAINTAIN A TALENT BANK	1
55	SENSITIVITY TRAINING	1
56	GENDER	3
57	CULTURAL	3
58	LINKAGES	19
59	JTPA	17
60	OWFP	16
61	OTHER AGENCIES	15
62	INDUSTRY	18
63	BUSINESS	18
64	LABOR	15
65	TEACHER INTERNSHIP WITH INDUSTRY AND BUSINESS	1
66		
67	**RESOURCE PROCUREMENT**	
68	PERSONNEL, FACILITIES, EQUIPMENT, SOFTWARE, SUPPLIES	13
69	STATE FUNDING	3
70	GRANTS WORKSHOP	6
71	CONTRACTS WORKSHOP	5
72	ELECTRONIC BULLETIN BOARD	2
73	HOTLINE OF TECH-PREP ANSWERS TO PROBLEMS	1
74		
75	**PROMOTION OF TECH-PREP**	
76	ORIENTATION	13
77	ADMINISTRATORS, COUNSELORS, INSTRUCTORS, STUDENTS, PARENTS	9
78	ACADEMIC MEDIA	3
79	PRINTED	12
80	NEWSLETTERS, BROCHURES, FLYERS, POSTERS, BUMPER STICKRES	12
81	NONPRINTED	6
82	VIDEO, MULTI-MEDIA, ELECTRONIC BULLETIN BOARD	10
83	TELECONFERENCE, SPEAKERS	12
84	INFORMATION PACKAGE	5
85	PUBLIC MEDIA	6
86	PRINTED	6
87	NEWSPAPERS, MAGAZINES, JOURNALS	9
88	NONPRINTED	4
89	RADIO, TELEVISION	8
90		
91	ONE ON ONE	1
92	BUDDY SYSTEM	1
93	MENTORING	1
94	TUTORING	1

95			ADULT VOLUNTEER PROGRAMS		1
96			INDUSTRIAL AND BUSINESS PROGRAMS		1
97			SHADOW EXPERIENCES		1
98					
99	COUNSELING & CAREER PLANNING				
100		APTITUDE & INTEREST ASSESSMENT			12
101		STUDENTS AT RISK			11
102		CAREER GUIDANCE			16
103			SELF-AWARENESS		10
104			CAREER INVESTIGATION/EXPLORATION		6
105			DECISION MAKING		5
106			INTERPERSONAL RELATIONSHIPS		1
107			LIFE MANAGEMENT SKILLS		1
108			LIFE TIME LEARNING SKILLS		4
109					
110		RECRUITMENT			1
111			WORKSHOPS FOR STUDENTS AND PARENTS		1
112			VIDEO TAPES		1
113					
114		TUTORING SERVICES			2
115		SUMMER WORK PARTNERSHIP PROGRAMS			3
116		SCHOOL TO WORK TRANSITION			2
117					
118		SPECIAL NEEDS STUDENTS SERVICES			9
119			TUTORING		1
120			BABYSITTING		1
121			TRANSPORTATION		1
122			GANG PREVENTION		1
123			LEARNING PROBLEMS		1
124					
125	PROGRAM MANAGEMENT				
126		EVALUATION OF PROGRAMS			14
127			DESIGNING EVALUATION PROCESS		13
128			EVALUATION STYLE		4
129			PROGRAM ADJUSTMENTS BASED ON EVALUATIONS		5
130		EVALUATION MECHANISM			6
131			FORMATIVE		1
132			SUMMMATIVE		1
133			ANALYTICAL		1
134					
135		ESTABLISHING A MANAGEMENT SYSTEM			7
136		MAP MANAGEMENT OF ARTICULATED PROGRAMS			2
137			DATA BASE DESIGN WORKSHOP		2
138				DATA BASE CONFIGURATION	2
139				DATA BASE SETUP PROCEEDURE	2
140				DATA BASE IMPLEMETION	1
141			WORKPLACE LEARNING		9

142	INTERNSHIPS	4
143	APPRENTICESHIPS	5
144	COOPERATIVE LEARNING	3
145	CLINICAL LEARNING	1
146	CREDIT FOR WORK PLACE LEARNING	2
147		
148	COMPETENCY-PROFILE BASED MANAGEMENT	1
149		
150	STUDENT RECRUITMENT	11
151	OPEN HOUSE	1
152	COUNSELING	2
153	FEEDER PROGRAMS	2
154	ADULT TECH-PREP PROGRAMS WITH BUSINESSES	4
155	STUDENT RETENTION	3
156		
157	PROGRAM EFFECTIVENESS	1
158	IDENTIFY SPECFIC FACTORS THAT AFFECT EFFECTIVENESS OF TECH-PREP	1
159	INVESTIGATE THE RELATIONSHIP BETWEEN TECH-PREP AND	1
160	JOB RETENTION AND JOB PERFORMENCE	1
161	DEVELOP A MODEL FOR CONTINUING EVALUATION	1
162		
163	OTHER	
164	COMPUTER MANAGED INSTRUCTION	2
165	COMPUTER NETWORKING EQUIPMENT	2
166	COOPERATIVE LEARNING	3
167	PERFORMANCE-BASED TEACHING	4
168	DEAF & BLIND STUDENTS	1
169	PRINCILES OF TECHNOLOGY	5
170	ADVISORY COMMITTEE	2
171	ELECTRONICS AND COMPUTER REPAIR	5
172	HEALTH OCCUPATIONS	7
173	COMPUTER PROGRAMING	4

C2. Needs analysis Conducted at the Advisory Committee Meeting
September 2, 1992 San Antonio, TX

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
Educational Human Resource Development
Texas A&M University
College Station, Texas 77843-3256
409-862-4100

August 23, 1992

Dear Consortium Member:

The statewide Tech-Prep Professional Development Consortium was established for the purpose of providing professional developmental activities, as well as supplementing the activities of your consortium. In order to be effective, however, we need some input relative to local consortia needs.

The purpose of this questionnaire is to solicit your responses relative to identified areas of need, as well as to identify new professional development needs. Your input is critical to Tech-Prep success, so please feel free to provide additional comments.

The following questionnaire has one general topic at the beginning of each page, followed by nine detailed responses. Please, circle all responses that apply to your consortium. The formats for the first ten pages are the same. You will be able to complete the questionnaire in a very short period of time with this repeating format. The last page has six additional questions about activities that have been completed by your consortium, new developments that have emerged, and a second request for nominations to our talent bank.

In order to ensure that we do not overlook any consortium please identify your consortium and contact person.

Local Consortium: ____

Contact person: ____

Person filling out the questionnaire (if different from the contact person):

____

Thank you very much for your time and assistance.

A. Needs assessment: In-service training on survey development, instrument design, data collection and analysis for Tech-Prep personnel.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

    a. Yes If yes, please continue.
    b. No If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

    a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

    a. 0-5 b. 6-10 c. 11-15
    d. 16-20 e. 21+

4. In your opinion which of the following people should attend?

    a. Directors b. Instructors c. Administrators
    d. Counselors e. Board members. f. Parents

5. This in-service training would be of most benefit in the form of:

    a. workshop. b. graduate credit.
    c. CEU credit d. AAT credit

6. The in-service would best be held:

    a. on weekends. b. during the week.
    c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

    a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

    a. Within consortium locality. b. Within an hour's travel.
    c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

    a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________________ Last name: ________________________ Title: ________________
Address: ____
City: __________________________ State/zip: __________________________ Phone#: ____________

Please list any other ideas or concerns that you feel would facilitate this in-service training.
(Use the other side of this sheet if necessary.)

B. Competency-based curriculum development: Elementary through college grades.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes   If yes, please continue.
   b. No   If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes.   b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5   b. 6-10   c. 11-15
   d. 16-20   e. 21+

4. In your opinion which of the following people should attend?

   a. Directors   b. Instructors   c. Administrators
   d. Counselors   e. Board members.   f. Parents

5. This in-service training would be of most benefit in the form of:

   a. workshop.   b. graduate credit.
   c. CEU credit   d. AAT credit

6. The in-service would best be held:

   a. on weekends.   b. during the week.
   c. during the school year.   d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93   b. Summer 1993   c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality.   b. Within an hour's travel.
   c. Within two hours' travel.   d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes.   b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________________ Last name: ________________________ Title: ________________
Address: ____
City: __________________________ State/zip: ________________________ Phone#: ______________

Please list any other ideas or concerns that you feel would facilitate this in-service training. *(Use the other side of this sheet if necessary.)*

C. Articulation establishment: Secondary to community college and to four year degree programs.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes If yes, please continue.
   b. No If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5 b. 6-10 c. 11-15
   d. 16-20 e. 21+

4. In your opinion which of the following people should attend?

   a. Directors b. Instructors c. Administrators
   d. Counselors e. Board members. f. Parents

5. This in-service training would be of most benefit in the form of:

   a. workshop. b. graduate credit.
   c. CEU credit d. AAT credit

6. The in-service would best be held:

   a. on weekends. b. during the week.
   c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality. b. Within an hour's travel.
   c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________ Last name: ____________ Title: ____________
Address: ____
City: ____________ State/zip: ____________ Phone#: ____________

Please list any other ideas or concerns that you feel would facilitate this in-service training. *(Use the other side of this sheet if necessary.)*

D. Tech-Prep curriculum establishment.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes If yes, please continue.
   b. No If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5 b. 6-10 c. 11-15
   d. 16-20 e. 21+

4. In your opinion which of the following people should attend?

   a. Directors b. Instructors c. Administrators
   d. Counselors e. Board members. f. Parents

5. This in-service training would be of most benefit in the form of:

   a. workshop. b. graduate credit.
   c. CEU credit d. AAT credit

6. The in-service would best be held:

   a. on weekends. b. during the week.
   c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality. b. Within an hour's travel.
   c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________________ Last name: ________________________ Title: ______________
Address: ____
City: ________________________ State/zip: ________________________ Phone#: ____________

Please list any other ideas or concerns that you feel would facilitate this in-service training. *(Use the other side of this sheet if necessary.)*

E. Orientation to Tech-Prep.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes If yes, please continue.
   b. No If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5 b. 6-10 c. 11-15
   d. 16-20 e. 21+

4. In your opinion which of the following people should attend?

   a. Directors b. Instructors c. Administrators
   d. Counselors e. Board members. f. Parents

5. This in-service training would be of most benefit in the form of:

   a. workshop. b. graduate credit.
   c. CEU credit d. AAT credit

6. The in-service would best be held:

   a. on weekends. b. during the week.
   c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality. b. Within an hour's travel.
   c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s). *(Use the other side of this sheet if necessary.)*

First name: ____________________ Last name: ________________________ Title: ______________
Address: ____
City: __________________________ State/zip: _________________________ Phone#: ____________

Please list any other ideas or concerns that you feel would facilitate this in-service training.
(Use the other side of this sheet if necessary.)

F. Developing working relationships: With JTPA, QWFP, business and industry, labor, and other agencies regarding work place learning and student recruitment.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes — If yes, please continue.
   b. No — If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5 b. 6-10 c. 11-15
   d. 16-20 e. 21+

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   a. Directors b. Instructors c. Administrators
   d. Counselors e. Board members. f. Parents

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   a. workshop. b. graduate credit.
   c. CEU credit d. AAT credit

6. The in-service would best be held:

   a. on weekends. b. during the week.
   c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality. b. Within an hour's travel.
   c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s). *(Use the other side of this sheet if necessary.)*

First name: ____________ Last name: ____________ Title: ____________
Address: ____
City: ____________ State/zip: ____________ Phone#: ____________

Please list any other ideas or concerns that you feel would facilitate this in-service training.
(Use the other side of this sheet if necessary.)

G. Resource procurement: Personnel, facilities, equipment and supplies, grants and contracts

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes If yes, please continue.
   b. No If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5 b. 6-10 c. 11-15
   d. 16-20 e. 21+

4. In your opinion which of the following people should attend?

   a. Directors b. Instructors c. Administrators
   d. Counselors e. Board members. f. Parents

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   a. workshop. b. graduate credit.
   c. CEU credit d. AAT credit

6. The in-service would best be held:

   a. on weekends. b. during the week.
   c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality. b. Within an hour's travel.
   c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________________ Last name: ______________________ Title: _______________
Address: ____
City: _________________________ State/zip: ________________________ Phone#: _____________

Please list any other ideas or concerns that you feel would facilitate this in-service training.
(Use the other side of this sheet if necessary.)

H. Promotion of Tech-Prep and production of promotional media: Print (newsletters, flyers, newspapers), electronic (radio, TV, bulletin boards), professional associations, etc.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes — If yes, please continue.
   b. No — If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5 b. 6-10 c. 11-15
   d. 16-20 e. 21+

4. In your opinion which of the following people should attend?

   a. Directors b. Instructors c. Administrators
   d. Counselors e. Board members. f. Parents

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   a. workshop. b. graduate credit.
   c. CEU credit d. AAT credit

6. The in-service would best be held:

   a. on weekends. b. during the week.
   c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality. b. Within an hour's travel.
   c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________ Last name: ______________ Title: __________
Address: ____
City: ______________ State/zip: ______________ Phone#: __________

Please list any other ideas or concerns that you feel would facilitate this in-service training. *(Use the other side of this sheet if necessary.)*

I. Counseling and career planning: Aptitude & interest assessment, career guidance, students at risk, services for special needs students, and cultural sensitivity.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

   a. Yes   If yes, please continue.
   b. No   If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes.   b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5   b. 6-10   c. 11-15
   d. 16-20   e. 21+

4. In your opinion which of the following people should attend?

   a. Directors   b. Instructors   c. Administrators
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5. This in-service training would be of most benefit in the form of:

   a. workshop.   b. graduate credit.
   c. CEU credit   d. AAT credit

6. The in-service would best be held:

   a. on weekends.   b. during the week.
   c. during the school year.   d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93   b. Summer 1993   c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality.   b. Within an hour's travel.
   c. Within two hours' travel.   d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes.   b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________________ Last name: ________________________ Title: ______________
Address: ____
City: ________________________ State/zip: ________________________ Phone#: ____________

Please list any other ideas or concerns that you feel would facilitate this in-service training.
(Use the other side of this sheet if necessary.)

J. Tech-Prep program management: Program evaluation, process design, record keeping and data bases.

Please, circle all responses that apply to your consortium.

1. This in-service is needed for your consortium.

a. Yes	If yes, please continue.
b. No	If no, please skip to the items below the horizontal line.

2. Would your consortium welcome an in-service training from outside?

   a. Yes. b. No

3. Please estimate the number of people that would attend the in-service training from your consortium.

   a. 0-5 b. 6-10 c. 11-15
   d. 16-20 e. 21+

4. In your opinion which of the following people should attend?

   a. Directors b. Instructors c. Administrators
   d. Counselors e. Board members. f. Parents

5. This in-service training would be of most benefit in the form of:

   a. workshop. b. graduate credit.
   c. CEU credit d. AAT credit

6. The in-service would best be held:

   a. on weekends. b. during the week.
   c. during the school year. d. during summer vacation.

7. Based on your response to question #7, please indicate the time when this training should be held:

   a. FY 92-93 b. Summer 1993 c. FY 93-94

8. Would your consortium be willing to travel the following distances?

   a. Within consortium locality. b. Within an hour's travel.
   c. Within two hours' travel. d. Anywhere in the state.

9. Would your consortium be willing to pool resources with other consortia to form more efficient project teams?

   a. Yes. b. No

In order to help us develop a talent pool of instructors, could you recommend some individual(s) that could be used as resource person(s) . *(Use the other side of this sheet if necessary.)*

First name: ____________ Last name: ______________ Title: __________
Address: ____
City: ______________ State/zip: ______________ Phone#: ________

Please list any other ideas or concerns that you feel would facilitate this in-service training.
(Use the other side of this sheet if necessary.)

For the following questions please use other pages as needed.

1. What activities have been completed by your consortium to date?

2. What was beneficial?

3. If you were to do an activity over, what would you do differently?

4. What new items have you added to your agenda?

5. How can we best support your local consortium's needs?

6. Please list any additional individual(s) you feel would enhance the Tech-Prep initiative, and indicate the capacity in which they would best be utilized.

First name: ________ Last name: ________ Title: ________
Address: ________
City: ________ State/zip: ________ Phone#: ________
Capacity they might serve: ________

First name: ________ Last name: ________ Title: ________
Address: ________
City: ________ State/zip: ________ Phone#: ________
Capacity they might serve: ________

First name: ________ Last name: ________ Title: ________
Address: ________
City: ________ State/zip: ________ Phone#: ________
Capacity they might serve: ________

THANK YOU VERY MUCH FOR YOUR HELP.
WE LOOK FORWARD TO WORKING WITH YOU AND YOUR LOCAL CONSORTIUM.

A. Needs assessment: In-service training on survey development, instrument design, data collection and analysis for Tech-Prep personnel.

	YES	NO	A	B	C	D	E	F
1	15	9						
2	15							
3			2	2	2	3	5	
4			11	6	11	9	3	3
5			11	6	3	7		
6			2	11	10	4		
7			11	9	3			
8			7	4	7	1		
9	13							

B. Competency-based curriculum development: Elementary through college grades.

	YES	NO	A	B	C	D	E	F
1	23	1						
2	22	1						
3			3		1	3	19	
4			16	22	18	15	7	8
5			16	12	6	18		
6			8	15	16	11		
7			17	13	6			
8			16	9	6	4		
9	22							

C. Articulation establishment: Secondary to community college and to four year degree programs.

	YES	NO	A	B	C	D	E	F
1	19	6						
2	19							
3			3	1	2	4	11	
4			13	16	18	17	11	10
5			14	5	5	12		
6			6	12	11	4		
7			14	5	1			
8			13	7	4	3		
9	18	1						

D. Tech-Prep curriculum establishment.

	YES	NO	A	B	C	D	E	F
1	23	2						
2	23							
3			5	2	1	4	13	
4			15	16	17	15	7	4
5			17	9	5	14		
6			4	16	15	12		
7			17	13	7	1		
8			14	10	8	3		
9	22	1						

E. Orientation to Tech-Prep.

	YES	NO	A	B	C	D	E	F
1	15	7						
2	12	1						
3			3		1	3	10	
4			11	11	12	11	12	9
5			15	5	5	6		
6			6	10	11	3		
7			13	3	5			
8			12	3	2	1		
9	10	2						

F. Developing working relationships: With JTPA, QWFP, business and industry, labor, and other agencies regarding work place learning and student recruitment.

	YES	NO	A	B	C	D	E	F
1	19	5						
2	17	1						
3			2	1	2	3	11	
4			14	10	15	11	12	6
5			17	5	3	5		
6			4	12	13	4		
7			15	6	5			
8			11	9	4	3		
9	17	1						

G. Resource procurement: Personnel, facilities, equipment and supplies, grants and contracts.

	YES	NO	A	B	C	D	E	F
1	18	7						
2	17							
3			4	3	1	2	9	
4			15	7	15	4	8	3
5			16	1	1	1		
6			5	11	9	6		
7			14	8	4			
8			8	7	6	4		
9	18	1						

H. Promotion of Tech-Prep and production of promotional media: Print (newsletters, flyers, newspapers), electronic (radio, TV, bulletin boards), professional associations, etc.

	YES	NO	A	B	C	D	E	F
1	21	2						
2	21							
3			8	5	1	1	7	
4			19	7	10	11	7	8
5			18	6	2	2		
6			6	15	9	3		
7			18	5	4	1		
8			11	5	4	8		
9	21	1						

I. **Counseling and career planning:** Aptitude & interest assessment, career guidance, students at risk, services for special needs students, and cultural sensitivity.

	YES	NO	A	B	C	D	E	F
1	20	2						
2	20							
3			3		5	2	11	
4			13	13	17	20	8	13
5			16	9	5	8		
6			3	15	14	5		
7			19	6	4			
8			15	7	7	1		
9	19							

J. **Tech-Prep program management:** Program evaluation, process design, record keeping and data bases.

	YES	NO	A	B	C	D	E	F
1	18	6						
2	18							
3			10		4	2	2	
4			16	4	10	6	5	1
5			16	4	2	4		
6			2	15	8	6		
7			14	9	5			
8			7	6	4	7		
9	18							

1. What activities have been completed by your consortium to date?

The approved Electronics/Instrumentation Tech-Prep Program is being implemented in two high schools. We are also implementing computer information systems in the high schools. MW

Coordinated teleconferences; conducted workshop for teachers, counselors, and administrators; developed promotion materials, booklets, pamphlets, etc.; visited school districts / school board meetings; presentation in civic organizations - rotary clubs, parent's groups. GC

Cooperative Learning (Parts 1&2); Awareness for high school counselors; Awareness for vocational instructors. PF

Orientation presentations; applied math, technology communication. MM

Consortium administration meeting "Call for Final Report". BB

Sectors hired coordinators; High Schools being contacted now; Steering Committee being redeveloped (new members being recruited). LT

Orientation on Tech-Prep; Principles of Technology Workshop; Applied Biology/Chemistry Workshop; Applied Math Workshop; Applied Communication; Curriculum Development. DW

Planning forums; Curriculum Development meetings; Committee development/identification; Development of formula for distribution of consortium funds; annual summer tech-prep conference. RB

Hiring a director as of 8-24-92. JL

3 week professional development course (3 hr. graduate credit); Counselor forums - Informational and organizational conference for secondary personnel and board members, In service programs for secondary and post-secondary. JC

Business/Industry orientation; Orientation to 27 ISD's, 2 colleges; Limited methodology training; Curriculum / six year plan development. LS

Orientation workshops - academic / vocational interfacing; Competency based education; at this point we have developed over 260 course articulation agreements in East Texas. GF

Orientation to Tech-Prep; Curriculum Committees formed. SS

Principles of Technology, teacher training; Applied Math teacher training; Administration's orientation. PJ

Consortium is new - funded August, '92; Media coverage for newspaper, radio. DP

2 academic integration workshops; Counselors' workshops; Physics workshop; High school math workshop; 2 learning styles workshop; Family math workshop. PB

20-hour K-9 counselor in-service - "change agents"; IDED 689 graduate course - instr. meth. & tech in classroom. RH

Just getting started - hired me as of today. M.C. M

Tech-Prep Orientation 2 day workshop June 9/10 - teachers/administrators; Tech-Prep orientation for consortium members. Jim L.

Needs assessment; Committee structure developed; Identification of target careers / occupations; Workshops to integrate academic / career education instruction; Expanded student assessments; Expanded relationships with business and industry; Sponsored numerous telecommunication based in-service opportunities. EF

2. What was beneficial?

The establishment of campus teams which include teachers, administrators, and counselors has helped to begin to create a Tech- Prep identity. MW

All. PF

All. MM

Meetings by counties for administrators. BB

Having time to use 1992-93 as working time to provide Tech-Prep classes Fall 1993. LT

All of it. The ones who missed now want to have sessions / workshops repeated. DW

The annual conference format was well-received by those who attended. RB

Hiring a person (me) who has worked with QWFP for 3 1/2 years gives the consortium a definite advantage over starting from scratch. JL

All. JC

All. LS

Both. SS

It was a start toward building regional awareness. PJ

All of the activities have been good. PB

Treating this group of counselors to a specific training session(s) was extremely well received. Industrial site visitations were very helpful.
RH

All were beneficial. EF

3. If you were to do an activity over, what would you do differently?

The academic faculty of the college has not participated to date; although they have been invited. If I were to start over I would bring in business / industry to the post-secondary academic instructors. MW

More coordinated scheduling to allow more participation; include industry / business / parents participation. GC

Pick better dates and send out reminders a week ahead of the event; get commitment from administration that a set number of people will attend. PF

Provide more of a "plan". MM

Nothing. LT

Have workshops during the school year; Work with in-service planners at the ISD's. DW

Organize curriculum development around program identification; Write policies and procedures manual first. RB

Teachers have said "We've had enough orientation, now how do we do this?" GF

Shorten orientation (and we have). SS

I'd have my week of events at a different time. PB

IDED 689 - reduce emphasis on technology in classroom. Emphasize applied instructional methodology w/ integrated teaching teams. RH

4. What new items have you added to your agenda?

We are seeking information about the methodology in delivering the academic competencies with applied strategies. MW

Development of TQM curriculum for secondary and post-secondary; provide TQM modules to be used in tech-prep courses; develop a classroom model for tech-prep instructors to use that teaching TQM principles ("Walk the talk"); Develop a session to use in teaching instructors and counselors TQM; Disseminate curriculum / modules through mailouts and workshops. DL

Follow-up workshop participant's activities; Develop in-service training and presentation modules; Include representatives from industry / business / parents in the meeting. GC

Academic high school teacher internships in business for summer '93. PF

Teacher training and resource center / mobile and stationary; Mini-conferences this year to implement Tech-Prep core team training. MM

Learning styles training. BB

Nothing beyond plan of operation yet. But we are going to evaluate elements / commitments in our plan for feasibility. LT

Career awareness / exploration / counseling. DW

Coordination of promotion with Quality Workforce Planning Comm. RB

Additional curriculum development activities; Additional out of area speakers / consultants; Additional staff development; Career Day; Career Awareness Program Development. JC

Train Trainers for local consortia in math, science, communications, counseling; Team teaching (academic / vocational) workshops; Educators-In-Industry type courses. LS

Need professional development; Selecting competency based curriculum; Integrating academic - vocational. SS

Interested in cooperative learning. PB

K-12 Counselor NOT to prioritize and schedule PY activities; Graduate course for Spr. '93 and/or SSI '93. RH

5. How can we best support your local consortium's needs?

Training "trainers" to deliver all of the prior topics so that they may replicate the training to more. MW

You can provide assistance in developing the TQM workshop (advice in aids/what works well, etc.); Possible use of STARLINK or other forums to disseminate the end result of my work next summer - some way to be able to get the TQM training done in the most cost effective and efficient manner. DL

Provide state-wide applied-academics curriculum materials; Inform local consortium about state-wide professional development activities - use newsletter, etc. GC

Provide TQM training; DACUM training; Project directors training "get us on the same page" MM

Give them ownership, responsibility, and support. LT

By following through on plans. DW

Develop activities along the lines you have begun and delivered them regularly - rely upon individuals who have more experience in the area of Tech-Prep-related professional development, such as those at ETDC at East Texas State University. RB

By helping to focus on the efforts of the consortium, i.e. where do I begin - how can I be most effective in meeting the needs of education / workplace. JL

Develop activities which include academic instruction; Address the needs to integrate academic and vocational; Resources, resources, resources. JC

Get an agenda of professional teachers / administrators Assoc - General Session. LS

Provide advice on workshops to be conducted. GF

Recommending resource persons. SS

Education to newly funded consortiums; San Angelo Business and Educators Coalition is very active; Coordinating efforts at the state level with TBEC and Tech-Prep would be helpful. DP

Love the $5000 grants. I just encourage you to listen to Edna Tamayo. Information / publicity and developing to me are most critical. I really do think you should do some statewide parental involvement work, using Edna Tamayo's model. PB

Multi-discipline applied instructional methodology modules (for AAT and/or graduate credit). RH

See if bottom line goals of all consortium are the same - if not how they differ; What structures seem to be more successful; List of pitfalls and problems and how to avoid them; Statewide central marketing of Tech-Prep - local promotion to supplement. M.C.M

Providing very focused "how to" training on the topics identified. Jim L.

Act as a developer of professional development training programs; Train trainers as the need arises; Act as a clearinghouse for ideas as new staff development needs arise; Communicate with each consortium as to dates / locations / topics of development activities leaving ample time for planning ahead. EF

6. Please list any additional individual(s) you feel would enhance the Tech-Prep initiative, and indicate the capacity in which they would best be utilized.

Tom Uksted, teacher / math, Socorro High School, 915-859-7969, integrated math. PF

Nellie Thoroughgood, Chancellor, trainer. MM

Bill Barnes, Assoc. Dean, Texas State Technical College, 300 College Drive, Sweetwater, TX 79556,915-235-7338,DACUM Facilitator, Post Secondary Curriculum. BB

Gail Clark, presenter / developer
Marti Barheri, presenter / developer. RB

Maurice Kabena, TQM director,Texas Department of Mental Health, Austin, TX, (TQM / HMR central office), Training on TQM. SS

Edna Tamayo, Director of Parental Involvement and Dropout Prevention,1409 East Harrison, Harlingen, TX 78550, 512-430-4495, She or her staff could do workshops, our consortium is doing a video with her already. They have had great results.
John McBride, Professor of Education, University of Texas Pan-American, Edinburg, TX 78550, Tech-Prep / Teacher Education. PB

Diane Chancellor,Bryan ISD,361-5400,Teacher - Applied Instructional Methodology. RH

A. Needs assessment - general comments and instructors

3. 21+ if in area
4. add business and industry. JM

9. Yes, for network statewide. RH

3. 0-5 maybe more
Oscar Hinojosa, Coordinator of Curriculum, Texas State Technical College,
Harlingen, TX 78550-3697,512-425-0748. PB

3. Depends on distance. AL

Jane Griffith. RB

4. 1st presentation - directors, counselors, sector coordinators
   2nd presentation - instructors, administrators
6. We need this now!, during the week, evenings. LT

1. yes, on small scale.
2. not necessary
Needs assessment is going on as some ISD are still at this level. MM

3. Depends on distance.
Allison Rossett, Professor, San Diego State University. AL

B. Competency-based curriculum development - general comments and instructors

3. 0-5 outside, 21+ inside
8. anywhere in the state, limited number
Vern Alkire, teacher,915-594-2522. PF

3. 0-3 outside - overnight travel, 21+ inside consortium
8. all, but anywhere in the state - overnight limited.
A need for technical (secondary and post-secondary) and academic (secondary and post-secondary) to meet together to learn their "roles" in this process. MM

2. Immediately ASAP
4. Directors, sector coordinators, instructors, faculty, administrators, curriculum specialists.
6. Immediately, ASAP
7. Immediately
9. Yes, if the program is offered in the Ft. Worth and/or Dallas
The competency based presenter needs to be a "fireball" and really excellent. LT

CBI is a tricky topic. Many educators "say" and/or "think" they already do CBI. I know they don't and the presenter will quickly come to the same conclusion. To overcome this will require special handling by a very diplomatic and convincing person. DW

Gary Duncan, Director / Lamar University Police Academy
7. ongoing, regular, perhaps a series. RB

C.O.R.D., 601 Lake Dr., Waco, TX,817-772-8756. JL

4. add business and industry. JC

3. 0-5 external, 21+ internal
Cheryl Fikes, Assoc. Professor Child Devel., 1200 San Pedro, San Antonio College, San Antonio, TX 78212.
4. add business and industry. PJ

3. Depends on distance. AL

2. The answer I want is maybe. Colleges don't need it, ISD's might, surely no board members or parents should be exposed to an "educalese type" workshop. Some "plain language" stuff for board members run through ESCS might be helpful. I'm just not sure.
Cathy Guiter, Director of Adult Continuing Education, Texas State Technical College, Harlingen, TX 78550-3697. PB

7. ongoing
We are working with Doug Goodgame's(?) software and working by program area at P.S. level. RH

3. 21+ within area
Herlinda Coronado, Dean of Instruction, South plains College - Lubbock, 1302 Main Street, Lubbock, TX 79401, 806-747-0576.
Linda Gober, Learning specialist, South Plains College - Lubbock, same. JM

3. 0-5 external, 21+ internal
Eugenia Travis, Mt Pleasant, TX, Jim L.

Brenda Poole, ESL teacher, Rt. 2, Diana, TX 76540, 903-968-6707, Ms. Poole is the ESL teacher at Foster Middle School in Longview, TX). JS

Eugenia Travis, Northeast Texas Community College
Mary Hendrix, ETSU
George Triest, Sonoma State University. BR

C. Articulation establishment - general comments and instructors

3. 0-5 outside consortium, 21+ inside consortium
Maurice Ingram, Retired Professor, 915-584-0206. PF

5. workshop and AAT credit teachers only
The "How to get started" are the questions most frequently requested by ISD's. Who initiates the process? What is the outcome? MM

4. Directors, Instructors, Faculty, Educators, Administrators, Counselors, Board Members, Parents, Separate session needed for the students, other sector coordinators.
6. We need in-service training now.
Differentiate Tech-Prep Articulation from former articulation activities. LT

Jodie Hutchins, Interim Dean of Technical Programs, Lamar University - Port Arthur, Port Arthur, TX, 409-983-4921. RB

Pam Brewer, Articulation Officer, McLennan Community College,1400 College Dr., Waco, TX 76708, 817-756-6551. JL

Roger Ditzenberger, Director, Dept. of Occ. & Voc. Education, University of North Texas, Denton, TX,817-565-2571. JC

3. 0-5 external, 21+ internal. PJ

3. depends on the distance. AL

Edward Ashley, Director of Contract Courses and Articulation, TSTC-Harlingen, Harlingen, TX 78550-3697,512-425-0780.
Dr. Clark, This deals with the entire professional development consortium. Here's how I feel about what Edna Tamayo is writing to you about parents and Business. I encourage you to take very seriously what she says. She is an exceptional person & will be correct in viewpoint about 99.9 times out of a hundred. PB

9. This is a regional issue.
This activity would provide the hows and whys of articulation and the process to the identified population. RH

Dick Shannon, Chairman of Industrial Technology, South Plains College - Lubbock, 1302 Main Street, Lubbock, TX 79401,806-747-0576.
3. 11-15 if in our region. JM

H.W. McCoy, Commissioner - Harrison Co. (Former A&M student, former Agricultural teacher 25 years.), Rt. 2, Diana, TX 75640, 903-968-8182.
Merritt Johnson, Kilgore College, Kilgore, TX 75662,903-984-3581 (Not sure about telephone number, Director of Continuing Education) JS

5. workshop - parents, graduate credit - teachers, AAT credit - teachers. ET

D. Tech-Prep Curriculum establishment - general Comments and instructors

Pat Balko, Region 19 trainer, 915-778-4883
Integration methods / strategies
Cooperative LearningTechniques
Learning Styles and Teaching Methods. PF

change to Tech-Prep curriculum implementation
6. best for ISD - all options available
It is my opinion that implementation is a "decision." Once that decision is made administrative by then monitoring is the process. What needs to be discussed is: Do we begin by implementing applied academics first? Do we begin woth K-12 Career awareness? Do we begin with one group in one cluster. It is a local initiative and local decision. Awareness of how implementation can happen is the key. MM

1. Yes, but not as high a priority.
2. Yes, if session provided general info and could be adopted for use with individual differences.
4. Add Coordinators, Steering Committee members
Get a person who's been successful such as someone from Illinois who developed the Illinois Tech-Prep Planning Strategies Guidebook. LT

7. Ongoing
Dr. Kent Conwell, Director of Vocational Ed., Port Neches - Groves High School, Port Neches, TX 77651, 409-727-4249. RB

add to Tech-Prep curriculum establishment / implementation. JL

Train trainers for use within consortium. LS

Add to Tech-Prep curriculum establihment / implementation. SS

Change to Tech-Prep curriculum implementation. AL

Dr. Paul Mitchell, English Professor, University of Texas - Pan American, Edinberg, TX 78539. PB

4. Add business
Rich Walker, Chairman of Allied Health, South Plains College - Lubbock, 1302 Main Street, Lubbock, TX 79401, 806-747-0576
Most any instructor at our TVO campus in Lubbock. JM

3. 0-5 external, 6-10 internal
4. Add Business, industry, and government representatives. M.C. M

Dr. Donnya Stephens, Stephen F. Austin State Univ., Secondary Education Assoc.
Professor, University Post Office, Nacogdoches, TX. JS

Wayne Zako, South Dakota
Dee Huhimer, Bloomngton, IL
Must involve TASCD, Texas Assoc. of Supervision and Curriculum Development,
Nancy McLaran(?) Executive Director.
Dr. Jack Sasser, Dothan City Schools
Ken Brown, Lake Gibson H.S., Lakeland Florida
Harriet Palmer, South Carolina
George Triest, Sonoma State University

E. Orientation to Tech-Prep - general comments and instructors

Dr. Eugenia Travis, Director, Northeast Texas Community College, Mount Pleasant, TX. JS

Cassy Key, Austin, TX. Jim L.

3. 0-5 external, 11-15 internal. M.C. M

4. Add business and industry. JM

7. FY 92-93 and ongoing during community forums. RH

2. maybe
John Schlosser, Division Director, Texas State Technical College, Harlingen, TX 78550-3697, 512-425-0624. PB

We have individuals in place who have already conducted orientations.
Dr. Lee Bruce, Vice-President - Instruction, Odessa College, Odessa, TX.
Shirley Shroyer,Dean, Vocational Technical Education, Howard College, 1001 Birdwell Ln., Big Spring, TX 79700, 915-264-5131. SS

4. Add business and industry. JC

7. Fall '92. DW

4. High school instructors and faculty, administrators - first priority.
Directors, coordinators, board members, parents, students - second priority.
6. On weekends, during the school year, during the week in the evening.
7. ASAP. LT

3. 0-5 outside, 21+ inside
4. Add business / industry, professional organizations and civic groups.
8. Anywhere in the state - limited
Pat Flanagan, TP Director, Box 20500 El Paso, TX 79998, 915-757-0065. PF

F. Developing working relationships - general comments and instructors

I said no because I feel this should be done locally by the directors; however, a suggestion pool would assist me. MW

3. 0-5 outside, 21+ inside
4. Add groups mentioned above in main heading.
6. any time. PF

6. During the week - workday.
7. ASAP. LT

7. Ongoing - routine.
Don Travis, Adm. Coord / Tri-force Partnership, 2295 Delaware, Beaumont, TX 7703, 409-835-5212. RB

Persons with experience in any of the above named groups would likely have pointers on development of smooth partnerships. JL

Georgia Hanlin, Director - Quality Workforce Planning, Midland, TX (for phone # call: Willie Taylor, 915-563-1061. SS

4.All
5. Any - all
6. Any
It is essential to all of the items that this part be addressed first. Without the ability to have and utilize effective working relationships, this process will not succeed. This advisory group is not inclusive of all stake holders. AL

5. Don't know
6. Don't know
Wand Garza, Director, Cameron County Private Industry Council, 285 Kings Highway, Corporate Plaza, Brownsville, TX 78520 (Raul Garza, her administrative assistant , 512-548-6712, is also excellent). PB

Esther Salazar, DHS-Supervisor, Lubbock, TX 79401(I'll send later). JM

Walter York, Director, QWFP, Northeast Texas Community College, Mount Pleasant, TX. JS

G. Resource procurement - general comments and instructors

National Council of resource Development. BR

Dr. Eugenia Travis, Director - TP, Notheast Texas Community College, Mount Pleasant, TX. JS

Grants - Jo McCarty, Director TP, South Plains College, 1302 Main St., Lubbock, TX 79401, 806-747-0576. JM

H. Promotion of Tech-Prep - general comments and instructors

3. 0-5 outside, 21+ inside
4. Add TP staff, ISD staff development, and PR people
6. any time
8. Within consortium locality, anywhere in the state - limited

Cathy Dunn, Occ. Education PR, EPCC Box 20500, El Paso, TX 79998, 915-534-3419. PF

2. Do this in teleconference format
4. Add coordinators and steering committee members
6. During the week - workday
7. FY 92-93 - Fall Oct / Nov
8. Within consortium locality - teleconference

Use an expert with "PR" appeal. Someone in Texas who's succeeded. LT

Bill Maddox, Dir. of Public Affairs, Lamar University System, Beaumont, TX 77710, 409-880-2275. RB

4. Add Industry reps

Promotion needs to highlight benefits to business, parents, etc. GF

Sherry Groce, Curriculum Coordinator - South Plains Tech-Prep, South Plains College, 1302 Main Street, Lubbock, TX 79401, 806-747-0576 (She has speech/journalism background). JM

I. Counseling and career planning - general comments and instructors

5. Add Counselor training credit.
Dale Panell's daughter, Oregon. BR

As part of a comprehensive career guidance program designed for individual ISD's.
Also, as part of a comprehensive student assistance program (SAP)
Don Herring, TAMU, 845-2751. RH

Alice Nunez, Special Populations Counselor, Harlingen H.S., Harlingen, TX 78550
Myrna Palacios, a vocational counselor at HHS is also good. PB

This is the second most important issue. This is where the rubber meets the ? AL

3. 0-5 external, 21+ internal. PJ

Steve Smith, Career Counselor, Carl Perkins Special Services Dept., Howard College, 1001 Birdwell Ln., Big Spring, TX, 915-264-5120
Carolyn North, Vocational Equity Consultant, Region 18 : Education Service Center, Box 60580, Midland, TX 79711-0580, 915-567-3251. SS

In order to use counseling services, Tech-Prep curriculum should be in place to provide the student an avenue of study. GF

4. Add business and industry. JC

1. Immediately, teleconference with booklet.
2. If tips and tricks were the focus of our meeting. "Let's get active meeting."
4. Add coordinators.
6. During the week - workday after school.
7. This fall. LT

3. 0-5 outside, 21+ inside
5. Add LPC credit
8. anywhere in state - limited.
Emily Stuessy, Director of Counseling and Guidance, Ysleta Independent School District, El Paso, TX, 915-595-5785.
Ms. Sharon Conroy, Career Counselor, El Paso Tech Center, El Paso, TX. PF

J. Tech-Prep program management - general comments and instructors

4. Add TP Staff
6. Any time
8. Anywhere in state - limited. PF

4. Or staff. BB

1. Yes for directors and coordinators.
6. During the week - workday
7. ASAP
9. Provide at directors / coordinators meeting or at teleconference. LT

7. ASAP. JL

At this point in time, we feel it is more pertinent to focus on counselor, parent interfacing. They must be "sold" on the Tech-Prep program for it's success. GF

7. Anytime
Using management processes from many business / industry will help prevent re-inventing the wheel. AL

Roger Arredondo, Vocational Director, Brownsville ISD, Brownsville, TX 78520. PB

7. Ongoing. RH

C3. Mid-course Corrections: Advisory Committee Meeting, Austin, TX.

January 28, 1993

Tech-Prep Professional Development Consortium
Educational Human Resource Development
602 Harrington Tower
Texas A&M University
College Station, Texas 77843-3256

Donald L. Clark, Director
George F. Maiott, Assoc. Director

Telephone: (409) 862-4100
Fax: (409) 845-0409

DATE: 2/10/93

TO: Tech-Prep Operations Committee Members

FROM: Scott Davis, Research Associate
Tech-Prep Professional Development Consortium
Texas A&M University

RE: Survey Results

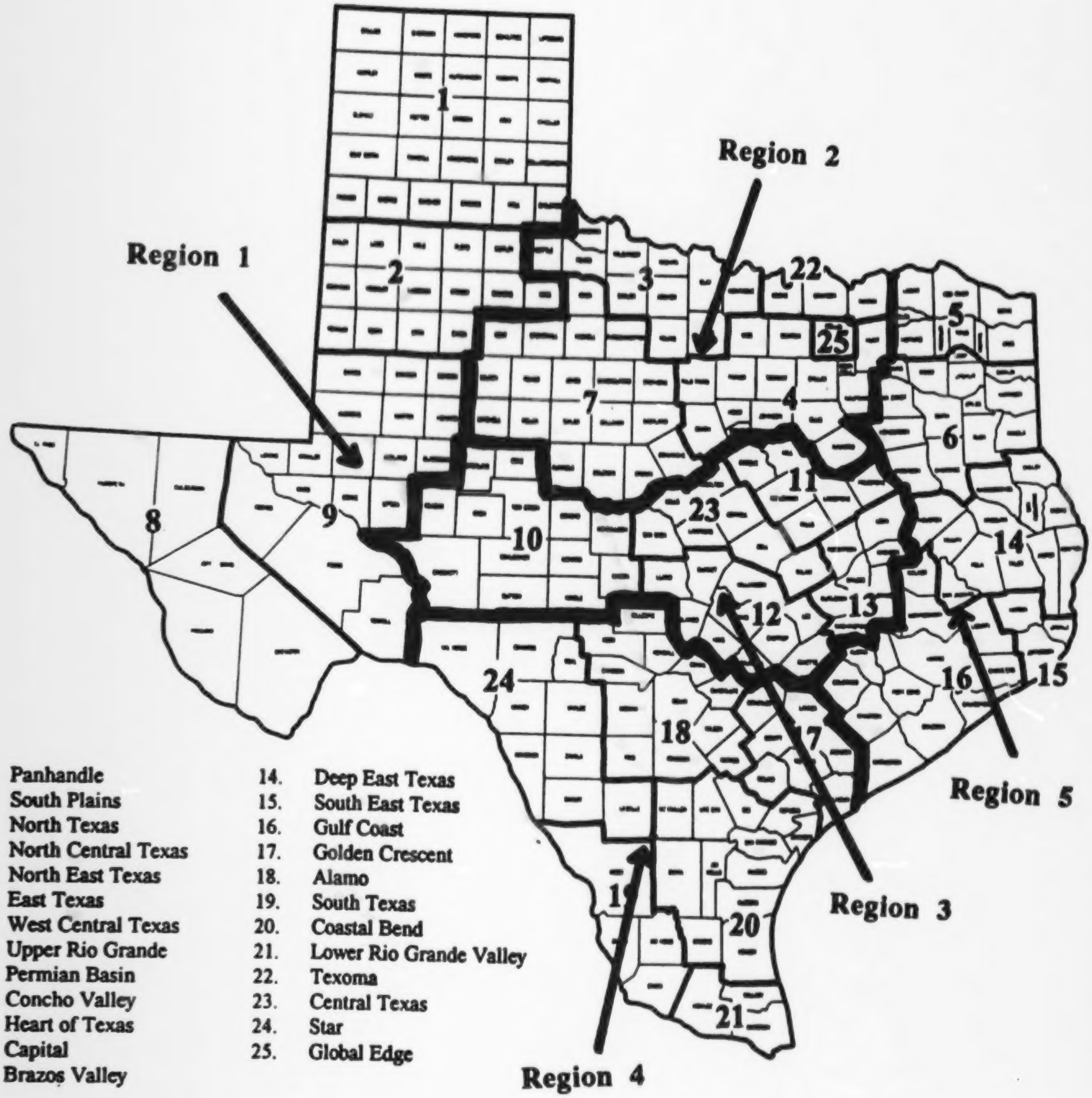
The staff in the development center would like to thank those responsible for their promptness in returning the surveys which were sent out. We received 20 completed returns from project directors.

Data analyses:

The data sheets represent the individual consortia directors' responses to the survey, the combined responses of consortia directors, as well as a regional breakdown of the information.

In order to maintain some anonymity, each return was assigned a letter of the alphabet which can be found at the top of each column of figures. Each consortia was also assigned to a region based upon the Quality Work Force Planning map of Texas which was arbitrarily divided into five tech-prep regions. Every consortia was assigned to a region which was numbered from 1-5. These values are the bottom row of numbers found on the first two pages of the summary document.

The third and fourth pages has regional information both in numeric and graph form. The numerical value found along the X axis of the graphs represents the item number relative to the content. The Y value is based upon the numeric value(s) of the response to each survey item. Page five has the results of the combined scores of all the responses returned.


Region 1
Region 2
Region 3
Region 4
Region 5
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21
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24
25

1. Panhandle
2. South Plains
3. North Texas
4. North Central Texas
5. North East Texas
6. East Texas
7. West Central Texas
8. Upper Rio Grande
9. Permian Basin
10. Concho Valley
11. Heart of Texas
12. Capital
13. Brazos Valley
14. Deep East Texas
15. South East Texas
16. Gulf Coast
17. Golden Crescent
18. Alamo
19. South Texas
20. Coastal Bend
21. Lower Rio Grande Valley
22. Texoma
23. Central Texas
24. Star
25. Global Edge

SURVEY DATA SHEET SP93 (2/10a/93)

	ALPHABET LETTERS REPRESENT CONSORTIA RETURNS																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
CONTENT AREA																	
1. Curriculum Model	5	5	5	5	4	5	3	4	4	3	5	5	5	4	5	3	5
2. Int. of Special Need	2	2	1	2	4	3	3	3	2	4	0	1	4	2	1	3	3
3. Teaching Methods	5	4	5	3	4	5	5	5	5	5	5	4	5	5	5	5	5
4. Management Sys	3	2	4	4	3	3	1	3	4	3	0	0	1	1	5	4	2
5. Teacher-educator	4	3	5	5	5	3	3	4	5	4	0	1	5	2	5	3	2
6. Business & Industry	4	3	4	5	5	5	5	5	4	4	5	5	4	1	5	3	2
7. Train the Trainer	2	1	3	5	2	4	3	4	1	5	0	1	3	5	5	5	0
8. Marketing Strategies	2	3	3	5	2	4	5	4	5	3	5	2	5	3	4	4	3
9. TQM&SITE	3	1	4	5	3	3	1	4	2	4	0	4	3	3	5	5	4
10. Overview teachers	4	2	4	4	4	1	3	3	3	1	0	1	5	1	2	3	1
11. Career Guidance	4	3	5	0	4	4	5	4	4	3	0	3	5	5	4	4	0
12. QWFP	3	1	4	1	1	3	5	4	3	3	5	4	4	2	3	3	2
13. Career Assessment	3	5	3	2	4	4	4	5	3	3	0	4	4	2	4	4	3
14. Career Pathways	4	5	4	4	5	5	5	5	5	3	5	5	5	5	5	3	5
15. Computer assisted	3	5	4	2	2	3	4	3	2	3	5	2	3	2	4	3	4
16. 2nd Level counselor	4	4	4	1	3	4	3	3	1	3	0	1	3	2	3	3	0
Preferred Days	THF	MT TW	MT	MT	TW WTH	FSA TW WTH	TW	MT WTH	TW WTH	THF	THF	TW		WTH	TW	WTH	TW
REGION	1	1	1	2	2	2	2	3	3	3	3	3	4	4	4	4	4

SURVEY DATA SHEET SP93 (2/10a/93)

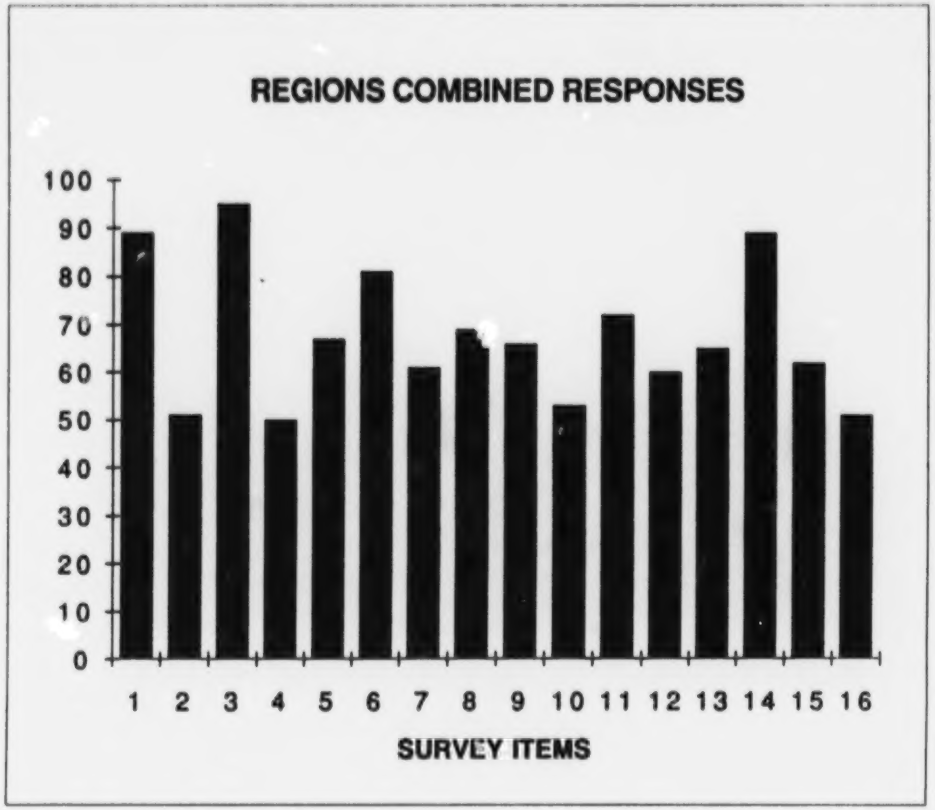
ALPHABET LETTERS REPRESENT CONSORTIA RETURNS

	R	S	T	U	V	W	X	Y
CONTENT AREA								
1. Curriculum Model	5	5	4					
2. Int. of Special Need	3	4	4					
3. Teaching Methods	5	5	5					
4. Management Sys	4	2	1					
5. Teacher-educator	4	2	2					
6. Business & Industry	5	3	4					
7. Train the Trainer	5	4	3					
8. Marketing Strategies	4	2	1					
9. TQM&SITE	3	4	5					
10. Overview teachers	5	1	5					
11. Career Guidance	5	5	5					
12. QWFP	4	1	4					
13. Career Assessment	4	3	1					
14. Career Pathways	4	3	4					
15. Computer assisted	4	3	1					
16. 2nd Level counselor	5	3	1					
Preferred Days	TW	TW WTH	THF FSA					
	5	5	5					

SURVEY DATA SHEET SP93 (2/10a/93)

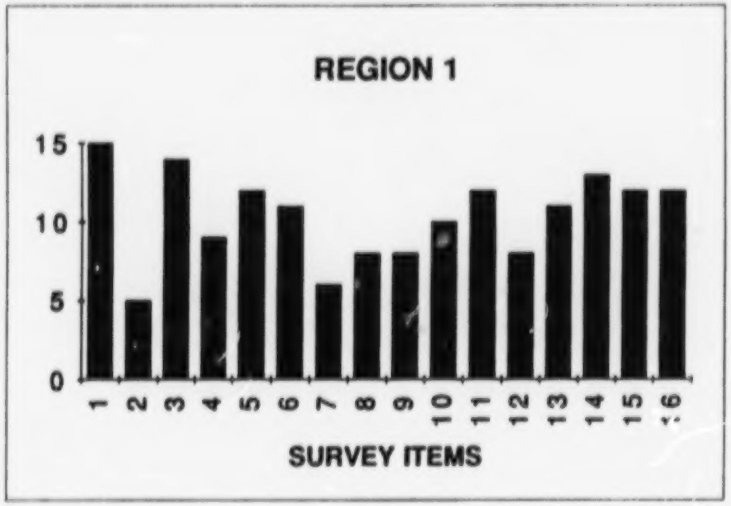
CONTENT	TOTALS
1. Curriculum Model	89
2. Int. of Special Need	51
3. Teaching Methods	95
4. Management Sys	50
5. Teacher-educator	67
6. Business & Industry	81
7. Train the Trainer	61
8. Marketing Strategies	69
9. TQM&SITE	66
10. Overview teachers	53
11. Career Guidance	72
12. QWFP	60
13. Career Assessment	65
14. Career Pathways	89
15. Computer assisted	62
16. 2nd Level counselor	51

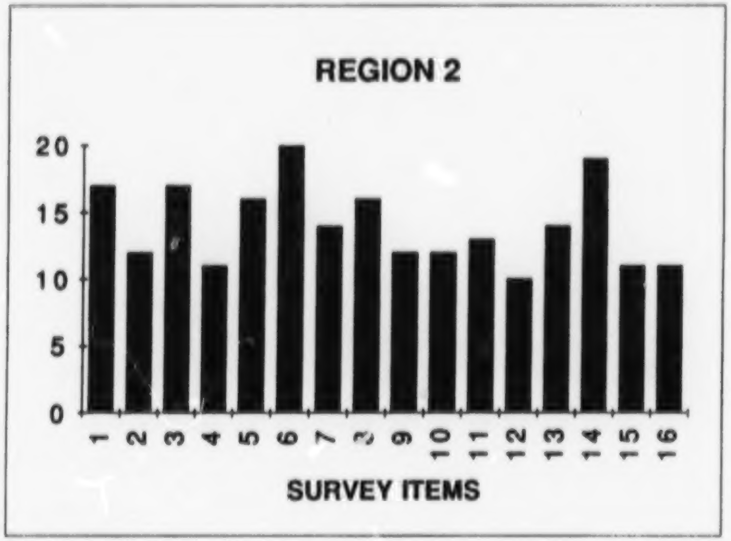
Preferred Days	
Monday/Tuesday	4
Tuesday/Wednesday	8
Wednesday/Thursday	2
Thursday/Friday	4
Friday/Saturday	1



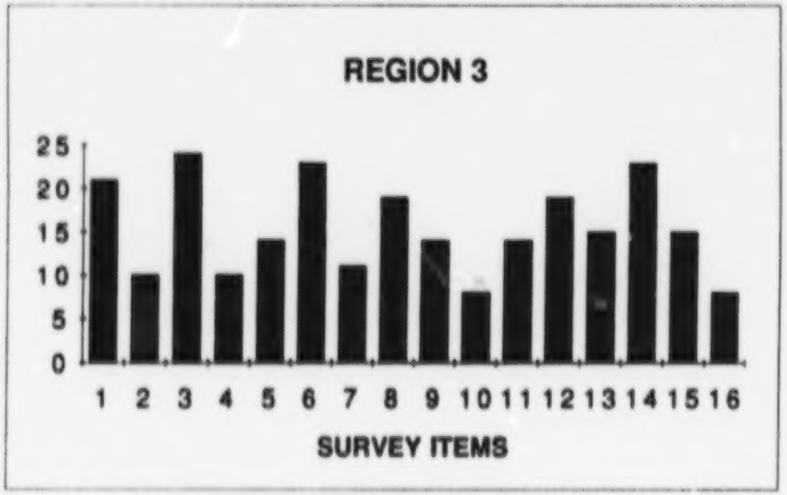
SURVEY DATA SHEET SP93 (2/10a/93)

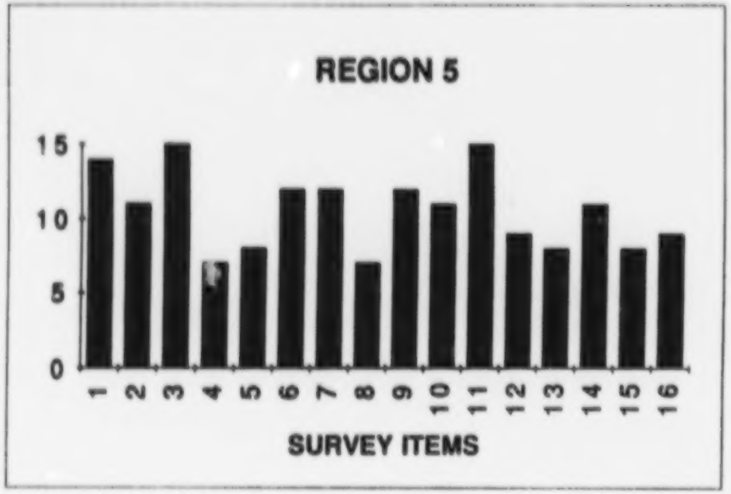
REGION SUMMATION	REG #1	REG #2	REG #3	REG #4	REG #5
1. Curriculum Model	15	17	21	22	14
2. Int. of Special Need	5	12	10	13	11
3. Teaching Methods	14	17	24	25	15
4. Management Sys	9	11	10	13	7
5. Teacher-educator	12	16	14	17	8
6. Business & Industry	11	20	23	15	12
7. Train the Trainer	6	14	11	18	12
8. Marketing Strategies	8	16	19	19	7
9. TQM&SITE	8	12	14	20	12
10. Overview teachers	10	12	8	12	11
11. Career Guidance	12	13	14	18	15
12. QWFP	8	10	19	14	9
13. Career Assessment	11	14	15	17	8
14. Career Pathways	13	19	23	23	11
15. Computer assisted	12	11	15	16	8
16. 2nd Level counselor	12	11	8	11	9

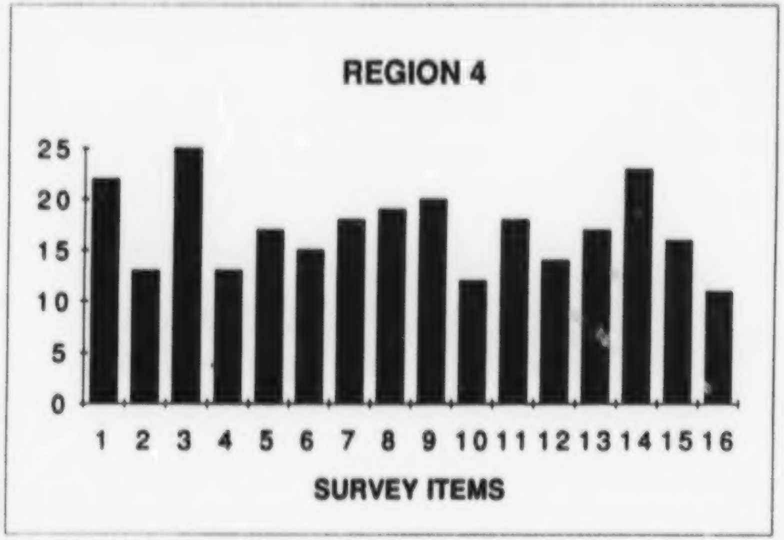




SURVEY DATA SHEET SP93 (2/10a/93)


REGION 3


REGION 5


REGION 4

Tech-Prep Professional Development Consortium
Educational Human Resource Development
602 Harrington Tower
Texas A&M University
College Station, Texas 77843-3256

Donald L. Clark, Director
George F. Matott, Assoc. Director

Telephone: (409) 862-4100
Fax: (409) 862-4103

October 16, 1992

<Field:first name><Field:last name>, <Field:title?>
<Field:address>, TX **<Field:zip>**

Dear Dr. **<Field:last name>**:

Tech-Prep is a national and state initiative that has the potential of making a significant difference in the education of our youth and young adults, and accordingly the preparation of a high quality workforce. Its main purpose is to help high school age students to prepare themselves for entry into technical occupations and/or continue their education in a post-secondary institution. In states where the Tech-Prep initiative has moved forward, teacher education, including school administration and guidance/counseling programs, have also been involved and enhanced. In the state of Texas, the Tech-Prep initiative has strong tri-agency (Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Department of Commerce) support, as well as overwhelming industrial endorsement.

With capacity building as the undergirding philosophy of the Tech-Prep initiative in Texas, the Texas Higher Education Coordinating Board awarded a grant to Texas A&M University under the Carl Perkins Act to establish a Tech-Prep Statewide Professional Development Consortium. The primary purpose of this Consortium is to help identify and address the professional development needs of various individuals/groups associated with the development and implementation of the Tech-Prep programs throughout the state.

The primary purpose of this survey instrument is to solicit your responses regarding aspects of your teacher education program(s) that may be related to Tech-Prep. Through this instrument, our consortium seeks to assess the knowledge of teacher educators about Tech-Prep and its related contents and methods, as well as to determine the level of that activity included in teacher education programs throughout the state of Texas. The results obtained from this instrument will be utilized in planning Tech-Prep related professional development activities for various stakeholders across the state.

This is a four-part instrument in which a Likert scale is utilized in the first two parts, a series of open ended questions in the third, and an optional information section in the fourth. In the open response section, writing space is provided for each question. However, you may use other pages as needed. The optional section comprises two parts: one in which personal or institutional information is sought from those responding to the instrument, and another in which we seek nominations of experts/professionals who could be utilized in satisfying some of the professional development needs identified throughout the state. This information will also be used in responding to those who may wish to receive either a full report or summary of the results obtained from this survey.

Please use the enclosed self-addressed envelope to mail your reply by **October 31, 1992**, or fax the completed questionnaires to **(409) 862-4103**. Thank you for your time and cooperation.

Sincerely,

Donald L. Clark
Project Director

C4. Teacher Education Survey

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
Educational Human Resource Development
Texas A&M University
College Station, TX 77843-3256

A SURVEY OF TEACHER EDUCATION PROGRAMS IN TEXAS

Instructions:

In parts one and two of this instrument, a Likert type scale, with a range of 1 to 5, is utilized. Level 1 on the scale represents a low level of awareness and/or involvement with the specified category, while level 5 indicates a high level of awareness and/or involvement in that category. Please respond to each category by placing a circle around the number that best represents your level of awareness and/or involvement in the specified categories.

PART 1: AWARENESS OF TECH-PREP

Please rate the following in terms of awareness about Tech-Prep in your institution by placing a circle around the number that best represents your level of awareness and/or participation in the identified areas.

	Low				High
1. Level of awareness of the Tech-Prep initiative in Texas.	1	2	3	4	5
2. Level of awareness about the Tech-Prep curricula.	1	2	3	4	5
3. Perceived importance of Tech-Prep goals.	1	2	3	4	5
4. General level of awareness of your faculty about Tech-Prep	1	2	3	4	5
5. Perceived relevance of the general and specialized curriculum content of Tech-Prep to your instructional program areas.	1	2	3	4	5

PART 2: TECH-PREP COMPETENCIES

The following competencies have been identified by numerous sources as being fundamental to teachers involved with Tech-Prep . Please rate each competency in terms of the level of activity included in your teacher education program(s).

6. The Tech-Prep initiative calls for the integration of academic and vocational classes. Please rate the following in terms of your teacher preparation programs.

	Low				High
a. Curricula integration skills.	1	2	3	4	5
b. Scheduling techniques as may be required by curricula integration.	1	2	3	4	5
c. Evaluation and follow up skills as related to the integration of classes.	1	2	3	4	5

7. The Tech-Prep curricula requires that academic courses be taught from an applied perspective (applied academics), and taught in the context of the "real world". Please rate the following in terms of your teacher preparation programs.

Low **High**

a. Context-based teaching skills. 1 2 3 4 5

b. Matching content of instruction and student activities to "real world" applications. 1 2 3 4 5

c. Adaptation to various teaching and/or learning styles. 1 2 3 4 5

8. One of the goals of Tech-Prep is to provide students with advanced skills training beyond regular course work. Please indicate the level of teacher preparation in terms of this objective. 1 2 3 4 5

9. The Secretary's Commission on Achieving Necessary Skills (SCANS), from the U.S. Department of Labor, identified competencies that will be needed of all future workers. These competencies are required of Tech-Prep students, as well as other students. Please indicate:

a. level of awareness of the **SCANS** competencies. 1 2 3 4 5

b. level of integration of the **SCANS** competencies into your teacher preparation program(s). 1 2 3 4 5

10. **America 2000** is a long range education strategy proposed by the President of the United States and the State Governors. Please indicate:

a. level of perception of the **America 2000** objectives as related to Tech-Prep. 1 2 3 4 5

b. level of integration of **America 2000** objectives into your teacher preparation program(s). 1 2 3 4 5

11. Resource procurement (i.e. working with the community, business & industry in securing needed resources for programs) is an essential element in Tech-Prep programs. Please rate the level of teacher preparation in resource procurement skills. 1 2 3 4 5

12. The Tech-Prep initiative encourages partnerships between schools and business & industry. Please rate the level of teacher preparation in terms of partnership development skills. 1 2 3 4 5

13. Tech-Prep requires that High School curricula be articulated with that of Post-secondary institutions. Please rate the level of teacher preparation in articulation techniques--with other institutions, programs, or instructors. 1 2 3 4 5

14. In Tech-Prep, collaborative (team) efforts are encouraged between both teachers and students. Please rate the level of teacher preparation in terms of:

a. collaborative/team teaching techniques. 1 2 3 4 5

b. collaborative assessment techniques. 1 2 3 4 5

c. assessment of cooperative learning behaviors. 1 2 3 4 5

15. The Tech-Prep initiative calls for competency-based programs. Please rate the level of teacher preparation in terms of:

Low **High**

a. competency-based curriculum development skills. **1 2 3 4 5**

b. competency-based teaching techniques. **1 2 3 4 5**

c. competency-based assessment techniques. **1 2 3 4 5**

16. Ability to resolve conflicts is a quality that is demanded both of Tech-Prep teachers and students. Please rate the level of teacher preparation in terms of conflict resolution skills. **1 2 3 4 5**

17. Quality management at the grass roots level has been identified as fundamental to producing high quality, high productivity workforce, and is essential to Tech-Prep. Please rate the level of teacher preparation in quality management techniques. **1 2 3 4 5**

18. Innovation leads to change. What is your institution doing with respect to helping teachers:

a. understand and deal with change--be willing to try out new things, as well as take risks. **1 2 3 4 5**

b. deal with "turf" as a barrier to change that may emanate from other programs, teachers, or organizations. **1 2 3 4 5**

19. Marketing is an essential element in the success and permanence of new programs. Please rate the level of teacher preparation in techniques for marketing Tech Prep --to parents, business and industry, and other teachers. **1 2 3 4 5**

20. One of the goals of Tech-Prep, SCANS, America 2000, and business & industry is to provide students with skills that will enable them to continue learning. Please rate the level of teacher preparation in terms of holistic student development, i.e. developing life-long learners. **1 2 3 4 5**

21. An effective career guidance approach is considered essential to helping Tech-Prep students prepare themselves for challenging occupations. Please rate the level of counselor preparation in terms of:

a. systematic planning for career guidance. **1 2 3 4 5**

b. identifying career guidance needs of students. **1 2 3 4 5**

c. implementing a comprehensive career guidance program. **1 2 3 4 5**

22. Effective administration of Tech-Prep programs is considered essential to the success of the initiative. Please rate the level of administrator preparation in terms of:

a. administration of integrated curricula. **1 2 3 4 5**

b. coordination of articulation activities. **1 2 3 4 5**

c. facilitation of institutional change. **1 2 3 4 5**

d. record keeping and database management. **1 2 3 4 5**

PART 3: OPEN ENDED

In the following section, open response type questions are presented, and writing space is provided for each question. Please use other pages if needed.

1. Are you currently offering or planning to offer any new courses in areas related to Tech-Prep?
   (Please check one) ☐ Yes ☐ No If yes, please elaborate.

2. What would help you to be better prepared in implementing Tech-Prep competencies into your teacher preparation programs?

3. What implications or problems do you foresee about the Tech-Prep initiative for teacher education programs?

4. What other issues about Tech-Prep teacher preparation do you feel need to be addressed ?

PART 4: OPTIONAL INFORMATION

The information provided in this section is completely optional. You may mail this page in a separate envelope.

Person or institution filling out the instrument:

Name: ____________________
Title: ____________________ Contact phone #: ____________________
Address: ____________________
____
____

Would you like to receive a copy of the report on this study? ☐ Yes ☐ No

If yes, please check one: ☐ Summary only ☐ Full report

Please list any experts or professionals that you feel would enhance the Tech-Prep initiative, and indicate the capacity in which they would best be utilized. You may use other pages as needed.

First name: ____________________ Last name: ____________________ Title: ____________________
Address: ____________________
City: ____________________ State/zip: ____________________ Phone #: ____________________
Capacity they might serve: ____________________

First name: ____________________ Last name: ____________________ Title: ____________________
Address: ____________________
City: ____________________ State/zip: ____________________ Phone #: ____________________
Capacity they might serve: ____________________

Please use the enclosed envelope to return the completed instrument by **November 20, 1992** to:

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
Educational Human Resource Development
Texas A&M University
College Station, TX 77843-3256

or fax to: 409-862-4103.

If you have any questions or concerns please call Donald L. Clark, Project Director, or T. J. Mohammed, Research Assistant, at (409) 862-4100.

THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE.

Page 5 of 5

Survey of Teacher Education Programs in Texas in Relation to the Level of Awareness About Tech-Prep, and the Level of Tech-Prep Related Activities Included in Teacher Education Programs

A Summary Presented to the

Tech-Prep Professional Development Consortium

by

TJ Mohammed
Research Associate
Tech-Prep Professional Development Consortium
Dept. of Educational Human Resource Development
Texas A&M University

January, 1993

This activity was supported through a Carl D. Perkins grant to Texas A&M University, administered under the tri-agency partnership of Texas Department of Commerce, Texas Education Agency, and the Texas Higher Education Coordinating Board.

Survey of Teacher Education Programs in Texas in Relation to the Level of Awareness About Tech-Prep, and the Level of Tech-Prep Related Activities Included in Teacher Education Programs

The material in this summary is based on findings from a survey of all the State-approved teacher education programs in Texas. The survey was conducted in November 1992 by the Tech-Prep Professional Development Consortium at Texas A&M University.

Purpose of the survey

The purpose of the survey was to solicit the responses of teacher educators regarding aspects of their teacher education program(s) that may be related to Tech-Prep. Through this instrument, our consortium sought to:

a. assess the level of knowledge of teacher educators about Tech-Prep and its related contents and methods, and
b. determine the level of Tech-Prep related activities included in their teacher education programs.

Population

The population used for this study were the Deans of all the approved teacher education programs in Texas. Response rate was 40%.

Instrumentation

A four-part survey instrument was used. In parts one and two of the instrument, a Likert-type scale with a range of 1 to 5 was utilized. Level 1 on the instrument represented low level of awareness and/or involvement with the specified category, while level 5 indicated a high level of awareness and/or involvement in the specified categories. In part three of the instrument, the participants were asked to respond to open ended type questions.

The optional section (part four of the instrument) comprised two parts: one in which personal or institutional information was sought from those responding to the instrument, and another in which we sought nominations of experts/professionals who could be utilized in satisfying some of the professional development needs identified throughout the state. This information will also be used in responding to those who wished to receive a summarized copy of the results obtained from this survey, as well as for clarifying some issues that arose from the open response section of this instrument.

Method

In order to identify the general areas that needed to be addressed in the survey, an extensive literature review was conducted. Major issues were noted, and competencies were identified. The information was compiled and carefully reviewed by the consortium staff and some external volunteers. The revised questionnaires were then mailed to all 67 approved teacher education programs throughout the state of Texas. Self-addressed, and stamped envelopes were enclosed for the respondents.

Results

Summary statistics presented in Tables 1 and 2 represent the responses received from parts 1 and 2 of the survey. In the tables, the means (averages), standard deviations, ranks and frequency distributions of the survey items are presented. Responses from Part 3 of the survey are presented in an outline format. A section on summary and recommendations is appended at the end of the report.

Table 1
General level of awareness about Tech-Prep

	Part 1: Awareness of Tech-Prep	Mean	SD*	Rank	Frequency Distribution 1	2	3	4	5
Q1	Level of awareness of the Tech-Prep initiative in Texas.	2.33	1.11	33	8	7	7	5	0
Q2	Level of awareness about Tech-Prep curricula.	2.00	0.92	38	9	11	5	2	0
Q3	Perceived importance of Tech-Prep Goals.	2.69	1.05	26	4	6	11	4	1
Q4	General level of awareness of your faculty about Tech-Prep.	2.07	0.87	37	8	10	8	1	0
Q5	Perceived relevance of Tech-Prep general and specialized curriculum content to your instructional program areas.	2.26	0.98	34	6	12	5	4	0

Table 2
Tech-prep related competencies included in teacher education programs

		Part 2: Tech-Prep Competencies	Mean	SD*	Rank	Frequency Distribution 1	2	3	4	5
Q6	a	Curricula integration skills.	3.00	1.17	20	4	4	7	10	1
	b	Scheduling techniques as may be required by curricula integration.	2.36	0.81	31	3	12	8	2	0
	c	Evaluation and follow up skills as related to the integration of classes.	2.69	1.01	26	3	9	7	7	0
Q7	a	Context-based teaching skills.	3.52	1.05	5	1	3	7	10	4
	b	Matching content of instruction to "real world" applications.	3.40	1.00	12	1	4	6	12	2
	c	Adaptation to various teaching and/or learning styles.	3.56	1.08	3	1	4	4	12	4
Q8		Preparation of students to deal with advanced skills requirement of Tech-Prep.	2.70	1.02	25	4	4	10	5	0
Q9	a	Level of awareness of the SCANS competencies.	2.59	1.05	29	3	12	6	5	1
	b	Level of integration of the SCANS competencies into your teacher preparation program(s).	2.19	1.06	35	7	11	5	2	1

* SD = Standard deviation

Table 2 cont.

	Part 2: Tech-Prep Competencies	Mean	SD	Rank	Frequency Distribution				
					1	2	3	4	5
Q10 a	Level of perception of the America 2000 objectives.	2.76	1.09	24	4	6	7	8	0
Q10 b	Level of integration of the America 2000 into your teacher preparation program.	2.78	1.19	23	4	8	7	6	2
Q11	Resource procurement skills.	2.58	0.99	30	4	8	9	5	0
Q12	Partnership development skills.	2.69	1.05	26	3	9	8	5	1
Q13	Articulation Techniques--with other institutions, programs, or teachers.	2.50	0.99	31	4	10	7	5	0
Q14 a	Collaborative/team teaching techniques.	3.31	0.97	14	1	4	9	10	2
b	Collaborative assessment techniques.	3.12	0.95	18	2	4	9	11	0
c	Assessment of cooperative learning behaviors.	3.42	1.03	11	2	2	8	12	2
Q15 a	Competency-based curriculum development.	3.15	0.88	17	1	5	9	11	0
b	Competency-based teaching techniques.	3.31	0.97	14	1	4	9	10	2
c	Competency-based assessment techniques.	3.08	1.02	19	2	5	9	9	1
Q16	Conflict resolution skills.	3.19	0.80	16	1	2	15	7	1
Q17	Quality management techniques.	2.81	1.02	22	2	9	8	6	1
Q18 a	Understanding and dealing with change--willingness to try new things as well as take risks.	3.77	0.76	1	0	0	11	10	5
Q18 b	Dealing with "turf" as a barrier to change.	3.00	1.02	20	3	3	12	7	1
Q19	Marketing techniques--to parents, students, teachers, business & industry, etc.	2.08	1.06	36	10	7	6	3	0
Q20	Skills in holistic student development, i.e. developing life-long learners.	3.50	0.99	6	1	3	7	12	3
Q21 a	Skills in systematic planning for career guidance.	3.61	0.99	2	1	1	8	9	4
b	Ability to identify student career guidance needs.	3.52	1.04	4	1	3	5	11	3
c	Ability to implement comprehensive career guidance programs.	3.48	1.04	7	1	3	6	10	3
Q22 a	Administration of integrated curricula.	3.46	0.88	8	1	1	10	10	2
b	Coordination of articulated activities.	3.46	0.83	8	1	0	12	9	2
c	Facilitation of institutional change.	3.46	0.93	8	1	2	8	11	2
d	Record keeping and database management.	3.38	1.10	13	2	1	9	10	2

PART 3: Open ended

In this section of the survey the teacher educators were asked to respond to several open ended questions. The responses to each question are presented in the section that follows.

1. Are you currently offering or planning to offer any new courses in areas related to Tech-Prep?

(Please check one) ☐ Yes ☐ No If yes, please elaborate.

Six of the respondents answered "yes" to this question and their answers are presented below:

- Better use of technology as a resource in teacher preparation; outcomes-based. Documentation toward student demonstration of competencies (portfolio assessment); field-based teacher preparation.
- In preliminary stages of developing a course tentatively titled "Technology in Education"
- Organization and administration of course for Vocational Supervisors--half of which addresses Tech-Prep.
    - Summer 1992 - 3 week Tech-Prep workshop
    - Summer 1993- At least 3 Tech Prep workshops
- We hope to attain grant funds to help improve our educational instructional technology for our pre-service teachers.
- More in the area of remedial Math, Reading, Tutoring, Computer Science and English skills.
- Curricular writing course that involves application strategies/scenarios for high school teachers in Math, Science, & Communication.

2. What would help you to be better prepared in implementing Tech-Prep competencies into your teacher preparation programs?

- More information on goals and objectives of Tech-Prep
- A workshop on facilitating integration of curriculum and on preparing for the 21st century.
- Probably need outside consultants--but first we need adequate number of faculty & resources committed to those initiatives, e.g. TSMR, CPDT, Tech-Prep.
- Funds for equipment and faculty training, as well as travel funds to workshops and staff education meetings are needed.
- Greater awareness by faculty.
- Additional information is needed to prepare on the educational component.
- We do not have adequate equipment nor is faculty in some departments trained in computer and related technologies.
- More money for instructors and counselors and equipment.
- Earlier involvement with university faculty that will have limited involvement with Teacher Certification Program.
- Our entire teacher education program is limited to 18 semester hours by state law. Student teaching is all day for 12 weeks and student teachers get 6 hours of credit. That leaves 12 semester hours for all teacher preparation. How can we do more with these limits?
- A clear understanding of **ALL** Tech-Prep goals/competencies, and indicators.
- Knowledge, communication, announcement, and cooperation with the individuals who are initiating this project.
- Release TEA restriction on the number of education semester hours needed for certification.
    - Development of one or more courses to implement Tech-Prep competencies.
- Additional hardware to meet the increasing number of teacher education students so they can have true "hands-on" abilities.

3. **What implications or problems do you foresee about the Tech-Prep initiative for teacher education programs?**

- Must be an integrated part of training, not another "add-on".
- The change will need to be collaborative between the local I.S.D.s and the universities. Leaders at both levels must envision the skills needed for the 21st century.
- Same as problems for any change effort--inertia, poor faculty morale, lack of administrative support for change at a level above our college. (Our Dean & Chair, are supportive of our efforts).
- More emphasis needs to be placed on the teacher being a resource for real-life applications of subject matter. The learning of content should be a means to an end. Too many secondary teachers act as if learning their content is an end in itself.
- The demands made upon teacher educators and future teachers by the many different programs in the state and the ever-changing curricular needs of their students.
- Time.
- Finding working models for contextual math, science, communications, and computer technology. TEA is not supporting CORD's applied academic courses
- Educational technical preparation for in-service program, including the utilization of technologies in preparing teachers in related fields.
- We do not offer vocational educational programs, just standard secondary and elementary certification in content (academic) fields. However, we realize that all teachers should be computer and technology literate.
- Programs will have to be funded in small schools, as well as the large state schools.
- Lack of recognition and articulation difficulties.
- Positive: It will positively affect secondary certification programs.
  Negative: If "Vocational" becomes the major focus.

Question 3 cont.

- Limitations of time and money. Our undergraduate courses now have 25-50 per class and with increased enrollment and continued underfunding, innovation will become increasingly difficult.

- The Tech-Prep initiative fits well into our university/school collaboration initiatives, especially the recently founded Center for Professional Development & Technology.

- The programs are overloaded with content and the addition of Tech-Prep initiatives will add to the content load.

- Division of vocational education from academic education at both secondary level and beyond.

- With limited preparation time in teacher education, it will be impossible to do many things at the pre-service level, unless the academic departments participate, which is unlikely.

- 1. "Turf" war between Apple and IBM in local schools.
  2. Changing technology--too fast for us to afford up-to-date equipment.
  3. Licensing problems with cable & network television to implement interactive video instruction.

4. What other issues about Tech-Prep teacher preparation do you feel need to be addressed ?

- Really need to "sell" Tech-Prep to higher education.

- Does Tech-Prep aim to be inclusive of all populations, e.g. handicapped, minorities, etc.?

- The coordination of high school classes that apply to Tech-Prep and those that apply to four-year degrees so that duplication and waste can be eliminated.

- We need more detail information to assist with its development.

- How to integrate into current curricula and how to integrate state-of-the-art advances into our programs.

- Need to provide students with opportunities to transfer from this program to others.

- *Time* for high school teachers to be actively involved in planning/preparing for Tech-Prep. Teachers are already doing so much "out of hide" now! (Business & Industry would never have a worker put in a full day at work and then work at night to redo the process utilized during the day !!!)

- I believe teacher education programs need to be involved in the initial planning for Tech-Prep. I don't know how we can accomplish this.

- Awareness, application, etc.

- 1. Uniformity of equipment, hardware & software.
  2. Expenses involved for non-public institutions.
  3. Getting "old brass" faculty to model instruction sought.
  4. Uniformity in all teacher education institutions.

- Tech-Prep is similar to Tex-Prep. Tech-Prep may be a diluted version of Tex-Prep, hence stealing minority students away from 4-year universities.

Summary and Recommendations

This survey was aimed at achieving two purposes: (1) to assess the level of knowledge of teacher educators about Tech-Prep and its related contents and methods; and (2) to determine the level of Tech-Prep related activities included in teacher education programs in Texas.

Findings from the survey revealed that majority of the respondents knew very little about Tech-Prep -- some even confessed that they only heard of it for the first during a presentation by the Tech-prep professional Development Consortium at the Teacher Education Deans meeting in Houston in October 1992. Additionally, analyses of the responses suggest some misperceptions as to what truly constitutes the Tech-Prep system--some perceived it to be a "remedial" program, while others viewed it as a "technical" initiative. However majority of the respondents seemed very keen on learning more about the Tech-Prep system, as well as how to get involved with it. As for Tech-Prep related activities in pre-service teacher education programs it was apparent that very few of the respondents had something in place.

Recommendations

Current misperceptions need to be addressed if the Tech-Prep initiative is to be correctly infused into current teacher preparation programs. Several respondents indicated a need for additional information on Tech-Prep, therefore this will be a perfect audience for marketing Tech-Prep, hence implementation personnel should take note. It is also recommended that part of the statewide professional development effort be directed toward some of the personnel responsible for teacher preparation in educational institutions throughout the state. Additionally, further studies need to be conducted in order to identify strategies for infusing Tech-Prep concepts into Pre-service teacher preparation programs.

Also, additional follow up need to be made in order to determine any significant progress in relation to the two research questions presented in this study.

C5. Business & Industry Strategy

THE BUSINESS CONNECTION
Tony Howells
May 1993

Introduction

The Texas A&M Tech-Prep Professional Development Consortium seeks to assist the Tech-Prep consortia of Texas. Information and requested services are provided to the consortia on behalf of their constituents who include the educators, the business people, parents, students and workers. By and large the principal beneficiary of the Texas A&M Consortium's projects during 1992-1993 period have been the educational communities. In looking forward to the future it is necessary to increase the emphasis on obtaining insight into the needs of the businesses and identifying ways for the constituents of the consortia to address problems together rather than being locked into their traditional roles. This is especially critical in the area of quality management where satisfying the requirements of businesses, parents, students and workers, who are the customers of schools and colleges represents the most important unresolved issue of the educational system. Following is a discussion in response to some leading questions that should clarify in what form an intensified effort might take.

Are we aware of what is happening?

There have been several studies describing the decline of high paying jobs in the United States. Typical of these was a report resulting from the Commission on Skills of the American Workforce (National Center on Education 1990) that related these losses to the rise in world class industrial capability in both advanced and previously lesser developed countries. This increasing global competition has reduced the economic rewards for work previously done most effectively and often exclusively in the United States. The factors that have driven and enabled this redistribution of labor include:

1. Changes in the nature of productive work resulting from technological advancement in the design of products, their manufacture and distribution.
2. The reorganization of work processes towards greater efficiency and awareness of customer requirements. This has depended on utilizing individuals with a wide range of technical skills and management capabilities that enable them to associate increasingly in self directed work groups.

Do we know what to do?

These factors, relating to the quantity and the quality of jobs, have direct correlation with the educational and skill requirements of workers currently in the workforce and those entering from the educational institutions. There is understanding of how these requirements may translate into new curricula for schools and colleges and new work processes and training programs for existing enterprises. The currently accepted approaches for enabling the necessary changes include systematic application of the following:

1. Restructuring the transition from schools and colleges to the workplace to include apprenticeships, summer job activities, internships in industry for students and teachers, cooperative study programs and model programs designed to simulate real work environments accessible to students in high schools and community colleges.
2. Orienting the curricula of schools and colleges away from traditional treatment of academic subjects intended for those aiming at conventional four year college education and traditional careers in the professions and management towards applied academics resulting in job skills that can be more directly applied in business. This is not a matter of less intellectual rigor but more specific focus.
3. Training for the existing workforce that is directed towards longer term development goals and more focused on those who have not had four year college education.
4. Fostering changes in corporate and institutional cultures and organizations through implementing strategies, such as Total Quality Management, that recognize customer satisfaction as a necessary functional objective of a work process or an educational activity.
5. Promoting the development and acceptance by the business people and educators of new standards of excellence of personal performance based on skills marketable in the workplace of the future rather than the academic requirements of four year colleges and professional organizations.

6. Integrating business people, educators, community leaders, parents and students in mutual determination of their common requirements for schooling, the transition to the workplace and lifelong adult education and development.

How are we doing ?

The foregoing has taken on the characteristics of conventional wisdom. There are now general expectations that these change oriented activities are being pursued successfully in every company, school and community. The actuality is significantly less dynamic and reminiscent of the dictum of Tom Peters, the outspoken advocate of the need for change in industry: "Obviously the obvious is not so obvious otherwise more people would be doing it." A recent review by Fortune magazine (Brian O'Reilly, 1992) indicated that 18.9% of full time workers had low wage jobs (below $500 per week) in 1979, that this figure had risen to 23.1% in 1989 and stood at 25.7% in 1992. The total number of jobs actually increased by 13.6 million during this period but 500 thousand manufacturing jobs were lost. This national view illustrates that much needs to be done just to halt the decline let alone begin a systematic revival. Discussed was a 1992 study of the National Association of Manufacturers which revealed that only 5% to 7% of their members had made significant changes leading to the creation of high performance organizations combining high skill levels and high productivity. One reason stated was that there was no consensus on how to accomplish the task. Also mentioned was a study by the National Center on Education that found that 98% of employers did not review the transcripts of high school job applicants, believing their course work was irrelevant.

Viewed as businesses, educational institutions are failing their customers in the same way as so many corporations by not meeting requirements and allowing costs to escalate. In a recent commentary in the Houston Post (Tom Luce, 1993) one of the reasons stated for a 50 point decline in SAT scores accompanying a 600% rise in spending per pupil in the public schools since 1971 was a lack of measurable goals to define the academic results we wished to attain. This is precisely the same issue mentioned above where industries were unable to reach consensus on how to become high performance organizations that met the requirements of their customers within the economic bounds set by the world economy.

Since the obvious is so obviously not being implemented despite the manifest reasons for doing something urgently, it is worth reflecting on the possibility that there is a behavioral aspect of our organizations that inhibits the execution of successful change strategies even though the livelihood of the participants may depend on it. Peter B. Scott-Morgan, Associate Director of Arthur D. Little Management Consultants, in a recent interview (Kate Thomas, 1993) stated that there were extraordinary barriers to change encountered by companies who had done everything known to produce the desired results and where everybody had bought-into the change processes. He attributed these barriers to the unwritten rules governing behavior which often run counter to the new espoused rules. Joel Barker in his description of the down fall of the Swiss Watch industry, overtaken by the electronic watches invented in Switzerland yet made in Japan, ascribes these ultimate barriers to required change to the behavioral paradigms, acquired to optimize solutions to past problems, acting as perfect but largely unconscious blocks to the application of new methods in changed circumstances (Joel A. Barker, 1989).

The overall picture indicates less than satisfactory progress by industry in creating or reinventing high performance organizations. There is a similar lack in the community support structures in supplying the education and skills for the workers of these revitalized business processes. Institutions of education and corporations appear to be functioning according to their traditional roles without understanding that teamwork and a revision of the historical interface between education and employment must be undertaken.

On the other hand the microscopic picture of particular companies, schools and communities reacting to local circumstances shows that specific solutions are possible and results encouraging of further experimentation. The specificity of the objectives and the measurability of results are more important than any generalized desire for reform. Some examples will perhaps better illustrate that successful implementations are responses to clearly perceived needs.

The Boeing company in Seattle has sponsored and supported the Northwest Regional Educational Laboratory in establishing applied academics in 21 high schools and enrolled ten academic teachers as interns within the company in a successful effort to improve the productive potential and increase the numbers of qualified entry level candidates for their expansion of production in the 1980's (Lawrence N. Gould, 1991).

Seimens retrained the workers at a plant in Virginia to manufacture a high precision automotive fuel injector. Special skills including statistical analysis required to run new machines and people skills in teamwork and communications were developed in cooperation with nearby Thomas Nelson Community College. As a result of marketing the innovative product sales have risen 40% per year for three years, the number of production workers has doubled and wage rates risen by 40% (Brian O'Reilly, 1993).

Community and business leaders in Huntsville, Alabama banded together to increase the supply of high paying jobs through emphasizing exports. Beginning with a public relations campaign they developed communication networks among firms, provided research and county sponsored lectures on where and how to export and improved the airport facilities. Exports have risen twice as fast as the national average in a variety of high technology products adding manufacturing jobs and service companies catering to the financing and support of foreign trade.(Brian O'Reilly, 1993).

In Fort Worth, Texas a used car dealership was established jointly by local businesses with the express purpose of training local students in both the technical skills and managerial/sales skills required to process and sell automobiles.

These examples have specific goals important to local interests. Education is vital in most cases but motivation of students and workers towards particular ends not educational reform is the key to success in these ventures. Emphasis is on all agencies of the community and the companies being team players in the implementation of projects not functioning in their traditionally isolated roles.

How can the Texas A&M Professional Development Consortium help?

Perhaps the most valuable assistance would come from providing an environment for Texas consortia that would facilitate an informed consensus for action between local agencies and entities. This would be enabled by researching those situations within and outside the state that had the elements of purposeful and effective action. These insights would be shared in suitable forums that brought business, educators, parents, students and workers together. A mission statement in appendix A describes the purposes, activities and deliverables that could be coordinated by the Texas A&M Professional Development Consortium. Practical considerations require focusing resources for maximum effect. Thus for instance a case study of experiences of educators and businesses in Austin or Fort Worth could provide the basis for informed action by another consortia member but obviously only a limited number of opportunities could be explored simultaneously.

In addition and directly analogous to the identification and coordination of instructional seminars and pre-service course work for educational professionals there should be similar focus in providing joint learning opportunities for educators, business people and community members in the application of Total Quality Management. What is now common knowledge in the business environment is not necessarily so in the community at large. As was indicated in the examples above specific goals are developed and implemented by collaborative efforts which are the processes of Total Quality Management. The bibliography indicates a sample of business perspectives which may form the basis of a dialog with the community on this subject.

APPENDIX A

TEXAS A&M PROFESSIONAL DEVELOPMENT CONSORTIUM

THE BUSINESS CONNECTION

MISSION STATEMENT:

To facilitate professional development for industry by promoting the mutual involvement of the TECH-PREP Consortia of Texas, their communities and educators with their local businesses and industry.

GOALS(Milestones):

- Raising interest of desired participants
- Assessing needs
- Negotiating partnerships in areas of mutual interest:
  - Internships for teachers and counselors in industry
  - Participation of industry personnel in local education
  - Projects for specific purposes
  - Processes for longer term mutual involvement
- Promoting sponsorships in needs areas:
  - Interchange of information, people, materials, equipment and facilities

ACTIVITIES:

- Benchmarking - What's already going on?
  - Evaluating achievements globally, nationally and in Texas
- Baselining - Where do we stand?
  - Determining position of Texas Consortia, their schools and colleges relative to the needs of local business and industry

- Communicating- How do we get to where we want to be?
    - Contacting participants and facilitating interchange of information and assistance across the state

DELIVERABLES:

- Plan
- Status reports
- Resource identification
- Presentation materials
- Meetings, workshops and seminars.
- Handbook on how to do it again!

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C6. TAPSOEA, April 1993.

TECH-PREP PROFESSIONAL DEVELOPMENT NEEDS AS IDENTIFIED BY POST SECONDARY DEANS AND DIRECTORS AT THE 1993 TAPSOEA MEETING

MARCH 31 - APRIL 2, 1993

AUSTIN, TEXAS

Needs Assessment Conducted by the

Tech-Prep Professional Development Consortium
Department of educational Human Resource Development
602 Harrington Tower
Texas A&M University
College Station, TX 77843-3256

Responses from Deans and Directors (TAPSOEA) in Relation to Their Professional Development Needs in Tech-Prep for FY 93-94

Austin, Texas
April 2, 1993

The following are the responses received from the participants at the Deans and Directors (TAPSOEA) meeting relative to professional development needs and/or emphases in Tech-Prep for FY 92-93.

Session I

- Knowledge and skills in Tech-Prep Basics for post-secondary faculty, counselors, and administrators. Pull these folks into thinking externally rather than internally - These folks need exposure to business/industry and parents.

- How does a post secondary institution deal with the variations in quality among secondary technical and applied academic courses?

- Competency based education training. Same methodology training for post-secondary as there is for ISD teachers - otherwise, students will be confused and discouraged - they need to experience consistency in methodologies from high school to community college.

- Need faculty staff development at local level for 2-year colleges. Need counselor staff development at local level - include secondary, post-secondary, various agency counselors.

- There is a need for experts from the Coordinating Board (or elsewhere) to come to the community colleges and present instruction concerning Tech-Prep. These sessions would define and describe Tech-Prep and explain how it works.

- What are the different options for degree plans and which ones work best? i.e. Advanced AA degree or early exit into the workforce.

- Workshop on academic and technical instruction to show the need to work together. How is the involvement of both parts needed to provided success for the whole degree plan.

- The high schools need to take the initiative. They must sense the urgency for this and not look at it as something from the colleges down. All our curriculum should be based on a Tech-Prep model.

- Complete curriculum design for statewide use. System owned by Texas - share curriculum with each other.

- Time for faculty and administrators to do all that needs to be done. Typical VoTec faculty member is in lab or class 30 hours/week!

- Need:
    1. Activities directed toward academic administrators and faculty emphasizing integration of academics in Tech-Prep.
    2. Professional Development for highest-level administrators.

- Release time for teachers to develop these programs. Money to support these programs. Local top-notch workshop - we have attended workshops which have all been a waste of time. Consistency in what is required.
- Develop competencies that will result from Tech-Prep courses.
- Faculty on post-secondary level need introduction on Tech-Prep and how to integrate it on post-secondary level. Mind change or attitude change. TEA needs to re-evaluate the essential elements with regard to business/industry standards.
- Workshops to train post-secondary technical faculty in the integration of academic, SCANS, and TQM competencies into technical courses / programs.
- Applied academics training etc., in college general education. Teaching methods for technology teachers. Reasonable, effective, user friendly career guidance tools that are uniform across state.

Session II

- I would like to see a meeting that would inform upper level administration of their responsibilities to implement Tech-Prep at their level. Most of the dialog that has been done at our community college from the administration says that the burden of Tech-Prep is at the secondary level!

- A meeting to establish an organizational structure to coordinate that Tech-Prep activities in large multi-college districts. Emphasize the need for a Tech-Prep coordinator, steering committee, sub-committees and a lot of "worker bees."

- Professional development for rural school teacher teams (limited enrollment--small classes).

- There is a need to involve all community college faculty--academic as well as technical, in Tech-Prep.

- The need is great to convince parents, students, and high-school counselors of the legitimacy of Tech-Prep programs. They have to be convinced that community college technical education is legitimate higher education.

- The small high schools in our area have never heard of Tech-Prep. Link Tech-Prep, community college, and senior college. Develop multimedia programs in Tech-Prep so students can progress at their own speed at their own time.

- Talk to affluent parents in regional ISD areas to explain the benefits of Tech-Prep. Concept of being "above" technical training is prevalent in many metropolitan ISD areas. Change/expand/educate the term "technical" education. Blue collar is still affiliated with technical education, and advanced skill training is not explained at grass roots level. Allow for "inverted degree pursuit" from community college to four year schools in business areas. Many Tech-Prep development programs are running into road blocks with secondary schools because students are viewed as on a four-year college track and do not view the Tech-Prep development as viable for their students. Board of trustees of ISDs are also road blocks.

- 1. Post secondary teachers need help putting together the "enhanced" or "advanced" curriculum that is expected in the community college portion of Tech-Prep.

  2. Many faculty are still unfamiliar with Tech-Prep because their area wasn't targeted for articulation initially.

  3. Basic processes on how to work with Tech-Prep partners: overcoming turf barriers, bureaucratic rule-bound perceptions and limits--especially in determining overall program design.

- To whom? The key to all this working is the business community. We must present more information and opportunities for involvement to this group.

- 1. Ten workshops are not enough. Focus needs to be on ISDs not Tech-Prep consortia, especially at large consortia.

2. Keep focus on ISDs, but expand counselor education to post-secondary instructional staff should already be working with implementation via curriculum development and articulation.

3. Travel funds will be limited to 50% of grants next year (reference to Larry Key's office). It will be important to have workshops in several locations to minimize travel and/or use technology to deliver.

APPENDIX D

Executive Summaries for Workshops Conducted During FY 92-93.

D1. Tech-Prep Mini-Conference, Corpus Christi

D2. Counselors' Workshop, College Station

D3. Teachers' Workshop, Lubbock

D4. Teachers' Workshop, Arlington - Fort Worth

D5. Teachers' Workshop, Tyler

D6. Teachers' Workshop, Houston

D7. Teachers' Workshop, San Antonio

D8. Teachers' Workshop, Alpine

D9. Teachers' Workshop, Abilene

D10. Directors' Workshop on TENET, San Antonio

D1. Tech-Prep Mini-Conference, Corpus Christi

Executive summary of the
TECH-PREP MINI CONFERENCE
Corpus Christi, Texas
August, 6 - 7 1992

The Tech-Prep Mini Conference was held in conjunction with the Trade and Industrial (T&I) Education Teacher Improvement Conference in Corpus Christi, Texas. The intent of the conference was to present Tech-Prep as a total system, with an emphasis on the involvement and advancement of T&I Education within the Tech-Prep system. An additional objective of the conference was to provide a forum for several Tech-Prep consortia to share ideas about various aspects of Tech-Prep implementation.

Audience Characteristics

The primary target audience for the Mini conference were the T&I teachers attending the improvement conference from all over the state of Texas. Additional audience included most of the Tech-Prep consortia directors and state Tech-Prep personnel.

Type of Workshop

This two-day conference was aimed at providing the attendees with basic information about the Tech-Prep system, its implementation strategies in Texas, the primary stakeholder groups involved, and its relationship to other ongoing educational reform efforts. Another objective was to expose various approaches to Tech-Prep implementation that are being utilized by various consortia around the state. The participants were exposed to these concepts by experienced presenters--people involved with the implementation process around the state.

First Day Activities

The conference was kicked off by Dr. Donald Clark, Director of the Tech-Prep Professional Development Consortium, with an overview of the role of the consortium in the Tech-Prep implementation process in the state. This was followed by a presentation by Ms. Anita Hinojosa, Vocational Director at Corpus Christi ISD, who spoke about the *Implementation of Tech-Prep as a Total System*. In her presentation, Ms. Hinojosa addressed the roles of the Tri-agency team in the implementation of Tech-Prep in the state, and how people can get involved in the process. Ms. Hinojosa also covered aspects of competency-based curriculum, applied academics, model Tech-Prep programs, and the potential pay off for those who get involved with Tech-Prep system.

The second presentation was by Ms. Melonie Wade, Director of the Golden Crescent Tech-Prep Consortium, who took the participants through the steps that she took to build a Tech-Prep consortium from the ground up. Ms. Wade emphasized the key to success was the involvement of stakeholder groups like employers, administrative and other school staff, parents and students, and community based organizations in all stages of the program planning and implementation.

Ms. Wade's presentation was further supported by the next presenters, Ms. Patty Groff, Director of the Brazos Valley Quality Workforce Planning, and Mr. Rick Hernandez, Director of the Brazos Valley Tech-Prep Consortium. The Brazos team discussed how concerted efforts of various stakeholder groups helped to get their Tech-Prep consortium off the ground and going--without any funding. Additional areas covered by the two presenters included strategies for building strong partnerships, and collaborative efforts that help keep the program going, as well as professional development efforts that help prepare various personnel to effectively participate in the initiative.

The first day was concluded with three topical presentations on SCANS (Secretary's Commission on Achieving Necessary Skills), by Ms. Margie Nira-Shahin from the U.S. Department of Labor; TQM (Total Quality Management) by Mr. Randall Maddox, President of Sunbelt Transformer; and Integration of Academic and Vocational Subjects by a team of teachers from Abilene Cooper High School and Brownwood High School with the West Central Texas Tech-Prep Consortium. Ms. Nira-Shahin's presentation focused on the SCANS competencies and strategies for getting students ready for the world of work. Mr. Maddox, on the other hand, presented quality concepts based on Deming's, Juran's and other quality philosophical theories, emphasizing the need for educational involvement in quality concepts. Lastly, the team of Teachers from Abilene and Brownwood schools presented the concepts of curriculum integration from the practitioners' perspectives. They presented information relative to the benefits of integration, strategies for integration, and some of the partnerships and trade-offs necessary for the integration efforts to succeed.

Second Day Activities

The second day was kicked off with a presentation by team of presenters from El Paso Community College, Ysleta ISD, and El Paso ISD all within the Upper Rio Grande Tech-Prep Consortium. In this session several ideas were presented in relation to team concepts in Tech-Prep implementation efforts, along with articulation efforts for programs in Drafting and Automotive Technology. The presenters also touched on factors that facilitate Tech-Prep implementation such as business and industry involvement, use of advisory committees, equal access and preparatory services, and the involvement of the Private Industry Councils. Six year Plans were also presented.

The second presentation was by a team consisting of a school principal, Mr. Charley Rouse, an electronics teacher, Mr. Art Rupert, and Tech-Prep program graduate, Mr. Travis Asklund, all from Leander High School within the Capital Area Tech-Prep Consortium, and a very satisfied employer from Texas Instruments, Mr. Chuck Bradley, who is very pleased with the performance of Tech-Prep program graduates.

Dr. Cassy Key, Director of the Capital Area Consortium introduced the group and provided some background information on her consortium, and some success stories from their relationship with the Leander team, citing the principal's role as pivotal to the success of their efforts. Next, Mr. Rupert discussed their Tech-Prep programs and some of the local linkages necessary to keep the program viable. After that, Mr. Asklund narrated his experience with the Tech-prep program, and how it prepared him to handle his job at TI, and to move up the career ladder. Finally, Mr. Bradley spoke about his positive experiences with Tech-Prep program graduates like Travis, and the importance of Tech-Prep background in job acquisition and retention at TI. Mr. Bradley shared some information on the assessment of employees with Tech-Prep backgrounds vs. those without and it showed significant differences in performance, attendance, and flexibility of the Tech-Prep graduates compared to the other employees.

The day's activities were concluded with a question and answer session that enabled the participants to obtain additional information from the Tri-Agency team on Tech-Prep administration. Following the Q&A session, workshop evaluation forms were filled out by the attendees. Finally, the two-day workshop came to a close with concluding remarks from Dr. Donald Clark, Director of the Tech-Prep Professional Development Consortium.

Overall assessment

Responses from the attendees indicated extreme satisfaction with the Mini-Conference, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive and reflected enthusiasm about the Tech-Prep concept, and appreciation of the handout materials that each participant received. Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the notebook labeled "Tech-Prep Mini-Conference, Corpus Christi, TX."

Thursday Morning

Session VII 8:30-9:20 Consortia Show Case

A. Upper Rio Grand Consortium — Ballroom A

Pat Flanagan, Consortia Director

Tech-Prep and the T&I Interface

- Jon Nelson, Automotive Technology, El Paso Community College/Canutillo ISD
- Richard Perez, T&I Consultant, El Paso ISD
- Jim Rath, Continuing Education Coordinator for T&I, El Paso Community College
- Danny Rodella, Drafting Instructor, Yeleta ISD

B. Capitol Area Consortium — Ballroom B

Casey Key, Consortium Director

- Art Ruppert, Electronics Teacher, Leander High School
  Life in the Trenches with Tech-Prep
- Chuck Bradley, Manufacturing Manager, Custom Manufacturing Services, Texas Instruments, Austin
  The Bottom Line: Industry Needs T&I Teachers Who are in Touch with Tech-Prep

Session VIII 9:20-10:20 Repeat Session VII
Consortia Show Case

A. Upper Rio Grand Consortium — Ballroom A
Tech-Prep and the T&I Interface

B. Capitol Area Consortium — Ballroom B
Life in the Trenches with Tech-Prep
The Bottom Line: Industry Needs T&I Teachers Who are in Touch with Tech-Prep

Session IX 10:30-11:30 Questions and Answers — Ballroom A

All you didn't know about Tech-Prep and can now ask the experts.

Moderator:	Don Clark, Texas A&M University
Tri-Agency Team	
Coordinating Board	Carrie Nelson
Department of Commerce	Gina Starr
Texas Education Agency	Ron Winkelman
Consortium Director	
West Central Texas Consortium	Bill Daugherty
Local Director	
Corpus Christi ISD	Anita Hinojosa

Thanks for your participation

Please complete the Tech-Prep Mini-Conference Evaluation Form

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Trade and Industrial Education Teacher Improvement Conference
Bayfront Plaza Convention Center
Corpus Christi, Texas
Monday, August 3 — Thursday, August 6, 1992

Tech-Prep Mini Conference
Wednesday, August 5 — Thursday, August 6, 1992

- A one and one-half day sub-conference, within the regular T&I Teacher Improvement Conference.
- Topics presented by Tech-Prep practitioners (Classroom Teachers, Local Administrators, and Governmental/Industrial Representatives).
- Tech-Prep will be presented as a total system; however, the emphasis for these sessions will be on the involvement and advancement of Trade and Industrial Education within the Tech-Prep family.

Tech-Prep Professional Development

Trade and Industrial Education Conference Coordinator
Ron Winkelmann
Vocational Education Programs
Texas Education Agency

Tech-Prep Conference Coordinator
Donald L. Clark
Tech-Prep Professional Development Consortium
Texas A&M University

Wednesday Morning August 5, 1992

Session I 8:30-9:30 Opening Session Ballroom A

Introductions and Overview of the Tech-Prep Sessions
Donald L. Clark, Tech-Prep Project Director, Texas A&M University

Implementation of Tech-Prep as a Total System
- Anita Hinojosa, Vocational Director, Corpus Christie ISD

Session II 9:40-10:30 Consortia Showcase
Tech-Prep Concepts that Work

A. Golden Crescent Tech-Prep Consortium Ballroom A
- Melonie Wade, Consortium Director

Tech-Prep — The Pieces to the Puzzle

A look at one Texas consortium's development of Tech-Prep from a blank piece of paper to a state approved program. This program will outline many of the pieces of this consortium's puzzle that developed into a Tech-Prep program. Participants will learn how to get business and industry involvement, how to generate student interest and parent support, plus tips to build support from administrators, counselors, and colleagues.

B. Brazos Valley Tech-Prep Consortium Ballroom B

The Tech-Prep/Quality Work Force Connection: Collaboration that Works or How to do it without money

This Presentation will detail the collaborative efforts and professional development activities of a non-funded region.

Presenters:
- Patty Groff, Director Brazos Valley Quality Work Force Planning
- Rick Hernandez, Director Brazos Valley Tech-Prep Consortium
- Ray White, Director Occupational Education Center, Blinn College

Session III 10:40-11:30 Repeat of Session II
Consortia Showcase

A. Golden Crescent Tech-Prep Consortium Ballroom A
Tech-Prep — The Pieces to the Puzzle

B. Brazos Valley Tech-Prep Consortium Ballroom B
The Tech-Prep/Quality Work Force Connection: Collaboration that Works or How to do it without money

— Have a Good Lunch —
— See You at Session IV at 1:30 —

Wednesday Afternoon August 5, 1992

Session IV 1:30-2:20 Topical Sessions

A. **Integration of Academic and Vocational Skills** Ballroom A
Coordinated by Bill Daugherty, West Central Texas Tech-Prep Consortium
Abilene Cooper High School Teachers:
- Gail Clark — English
- Kathy Dacy — Math
- Nathan Neese — Science

Brownwood ISD and High School
- Tommy Horner — Vocational Director
- Tonya Horner — Math/English
- Pat Locks — Counselor

B. **TQM (Total Quality Management) — Shifting our Paradigms – Preparing Students for the Future Work Force** Ballroom B
Coordinated by Barry Russell, Central Texas Tech-Prep Consortium
- Randell Maddox, President, Sunbelt Transformer, Temple, Texas President of the Central Texas Quality Forum

C. **SCANS — Learning a Living** Room 220
(The Secretary's Commission on Achieving Necessary Skills)
Coordinated by Rodney Hamm, Graduate Assistant, Texas A&M
- Margie Nira-Shahin, Program Specialist, U.S. Department of Labor — Dallas

Session V 2:35-3:25 Repeat of Session IV

A. **Integration of Academic and Vocational Skills** Ballroom A
B. **TQM (Total Quality Management)** Ballroom B
C. **SCANS — Learning a Living** Room 220

Session VI 3:40-4:30 Repeat of Session IV

A. **Integration of Academic and Vocational Skills** Ballroom A
B. **TQM (Total Quality Management)** Ballroom B
C. **SCANS — Learning a Living** Room 220

— Have a Good Evening —
— See You at Session VII, 8:30 Tomorrow —

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Partial support for activities associated with the Tech-Prep Mini Conference was provided through a Carl D. Perkins Grant to Texas A&M University.

D2. Counselors' Workshop, College Station

EXECUTIVE SUMMARY OF THE COUNSELOR WORKSHOP
LINKING CAREER GUIDANCE AND TECH-PREP
November 16 - 19, College Station, TX

Following a survey of all the Tech-Prep consortia Directors (and/or their representatives) from around the state, it was clear that counselor training was a top priority item for each consortium. Initial planning efforts centered around the development of a capacity building framework for the state. In order to achieve the purpose of developing self-sustaining programs it was unanimously agreed that "train-the-trainer" style of workshop was the best option, and was adopted for the workshops.

Audience Characteristics

In order to encourage cohesiveness, as well as team working atmospheres, all the 25 Tech-Prep consortia in Texas were asked to send in teams of counselors representing four levels of education: (1) elementary/junior high, (2) high school, (3) post-secondary, and (4) universities (i.e. counselor educators). Nominations for these participants were done locally by the Tech-Prep directors.

Type of Workshop

The counselor workshop was a four-day, action-packed, activity-based, and intensive training program that was aimed at preparing the participants with the necessary experiences that they needed when designing and/or delivering similar workshops in their local ISDs. The workshop activities ranged from presentations from top-notch counselor educators and practitioners, to tours of state-of-the art facilities and/or installations, to presentations and hands-on experiences on the latest computer-based guidance systems.

First Day Activities

Day one activities started with a keynote address from a national speaker/expert on the role of career guidance in Tech-Prep programs. Additional presentations covered state guidelines for career guidance in Texas, and identification of the needs of today's workplace, in which SCANS and other major reports were presented. Finally, the day's activities concluded with a discussion with a six-member business and industry panel which addressed employability skills that are needed in all students and/or future employees.

Second Day Activities

Day two activities started with a field trip to four industries--Texas Municipal Power Agency, Westinghouse, St. Joseph's Hospital, and Kent Moore Cabinets. The teams of counselors were divided in two so that each group toured two facilities (giving a total of four facilities per team). The participants spent the entire morning touring the facilities obtaining first hand experiences on what is actually involved in the "real world"--what skills are needed to do what job, and how the skills that the employees learned in school were applied in real work environments. They also discussed some of the gaps that existed between what is needed in the real world and the general level of preparation of new graduates, and obtained first hand information on the changing work environment and the kind of preparation expected of future graduates in order to participate and be successful in an ever changing work environment pressured by an intense global competition.

Afternoon presentations covered in the second day of the workshop included the use of the computer-based information system (SOCRATES) for Quality Work Force Planning, and how the counselors can access numerous types of data from the system. Additional presentations addressed the role of special populations in Tech-Prep, and strategies for the selection, utilization, and interpretation of instruments for career assessment.

Third Day Activities

The day was kicked off with group activities aimed at developing and strengthening team relationships, as well as identifying strategies for implementing career guidance at different grade levels. Additional activities included sharing of ideas by the participants through group presentations from the teams of participants representing different ISDs and different Tech-Prep implementation levels. Other sessions on this day were on developing career pathways for students, identification of strategies for implementing effective Tech-Prep programs, and three repeated concurrent presentations/demonstrations of computer-based guidance systems (ACT Discover, ETS SIGI Plus II, and Texas GIS Model).

One major treat for the third day was actual hands-on experiences on computer-based guidance systems. Prior to the workshop, arrangements were made with the Department of Engineering Design Graphics at Texas A&M University to utilize three of their computer labs for the hands-on sessions with the computer-based guidance systems. Three computer software packages (ACT, ETS, and GIS) were installed on the computers and the counselors spent the evening (6:00 - 9:00 p.m.) exploring the capabilities of each package.

Fourth Day Activities

The activities for the fourth day centered around the development of implementation strategies for Tech-Prep programs in the participants' local ISDs, and methods for developing Tech-Prep plans. Another session addressed the current status of research in the area of computer-based guidance systems and their impacts on different clientele. The workshop concluded with intense inter- and intra-group planning sessions and a train-the-trainer session in which the participants learned some strategies for designing their own localized workshops.

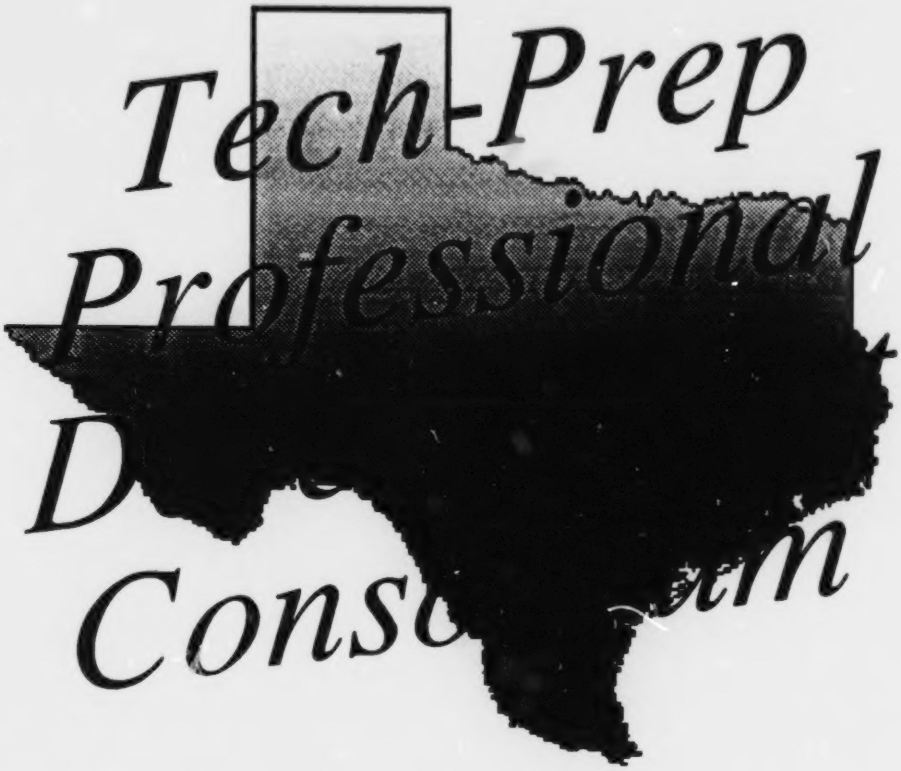
Overall assessment

While initial skepticism, especially with the length of the workshop (four days!) was very high, that quickly turned around right after the kick-off address! The general mood and atmosphere changed to be more intense and motivated, leading to a leap in the level of interest, as evidenced by an active, and near perfect attendance throughout the workshop!

Responses from the participants indicated extreme satisfaction with the workshop, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive, and indicated appreciation in terms of the quality, content, organization, and the effort that went into the workshop. Perhaps the most appreciated of all were the binders (notebooks) full of ready-to-use materials that each participant received. The participants left with good feelings and confidence on their levels of preparation to train others back in their local ISDs. Furthermore, reports from the consortia also confirm the success of the workshop, as evidenced by several replications of the workshop around the state.

Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the notebook "Linking Career Guidance and Tech-Prep."

Linking Career Guidance and Tech-Prep


Tech-Prep
Professional
Development
Consortium

College Station, Texas

November 16-19, 1992

Tech-Prep Professional Development Consortium

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Linking Career Guidance and Tech-Prep

A Counselor's Workshop
Presented by the
Tech-Prep Professional Development Consortium

Monday, November 16

11:00 - 12:45 p.m.	Workshop Registration
1:00 - 1:20 p.m.	Overview of Workshop Dr. Donald L. Clark, Director Tech-Prep Professional Development Consortium, TAMU
1:20 - 3:20 p.m.	Keynote Address -- "Implementing Career Guidance in the Tech-Prep System" Rich Feller, Professor School of Occupational and Educational Studies Colorado State University
3:20 - 3:40 p.m.	Break (Pool Area)
3:40 - 4:50 p.m.	Tech-Prep and Career Guidance - Texas Style Jessie Teddlie, Counselor Educator, University of North Texas
4:50 - 5:00 p.m.	Stretch Break
5:00 - 5:30 p.m.	Identifying the Needs of Today's Workplace -- Overview of SCANS and Other Major Reports Don R. Herring, Professor Department of Agricultural Education, TAMU
5:30 - 6:30 p.m.	Developing Employability Skills in Students Panel of Business/Industry Personnel Panel Moderators: Patty Groff, Director, Region 13 Quality Workforce Planning Rick Hernandez, Director, Brazos Valley Tech-Prep Consortium Panel Members: Bill Crowley, Moore Business Forms; Teresa Galiher, Baskin Robbins; Mark Smith, Professional Car Services; Ford Taylor, C C Creations
6:30 p.m.	Adjourn

Tuesday, November 17

8:00 - 8:30 a.m.	Orientation for Tours
8:30 - 12:30 p.m.	Tours to Local Business/Industry Sites Group A Texas Municipal Power Agency Group B Westinghouse Group C St. Joseph Hospital and Health Center Group D Kent Moore Cabinets
12:30 - 1:30 p.m.	Lunch (Pool Area)

Tuesday, November 17 (cont)

1:30 - 2:15 p.m.	Working with Quality Workforce Planning Groups to Identify Employment Opportunities, Use of SOCRATES Joseph Kiefer (QWFP, Temple, TX)
2:15 - 3:15 p.m.	Tech-Prep Initiatives for Students with Special Needs Vickie Mitchell, Educational Consultant, Conroe, TX Kenne Turner, Dean of Educational Services, Montgomery College
3:15 - 3:40 p.m.	Break (Pool Area)
3:40 - 5:40 p.m.	Using Appropriate Career Assessment Instruments and Interpreting Career Assessment Data Jerome Kapes, Professor, Department of Educational Psychology, TAMU
5:40 p.m.	Adjourn

Wednesday, November 18

8:00 - 9:40 a.m.	Incorporating Career Guidance Activities in the Classroom at Different Grade Levels - Group Activity Don R. Herring
9:40 - 10:00 a.m.	Break (Pool Area)
10:00 - 11:20a.m.	Developing Career Pathways for All Students Sylvia Clark, Program Director Vocational/Career Guidance Programs Texas Education Agency
11:20 - 11:30a.m.	Stretch Break
11:30 - 12:30p.m.	Implementing Tech-Prep Programs That Work Selected Teams of Counselors and Teachers
12:30 - 1:30 p.m.	Lunch (Pool Area)
1:30 - 4:50 p.m.	Using Computer Assisted Guidance Programs to Assist Students in Career Decision Making

Lorna Harrison --- ACT(Discover)	Session I	1:30 - 2 30
Virginia Riser -- ETS(SIGI Plus II)	Session II	2:40 - 3:40
Kathryn Prouty -- Texas GIS Model(GIS)	Session III	3:50 - 4:50

No Scheduled Break -- Refreshments Available in Pool Area Between Sessions

4:50 - 5:10 p.m.	Orientation for Hands-On Experience
6:00 - 7:30 p.m.	Hands-On Experience with Computer Assisted Guidance Programs, TAMU Campus (Group A)
7:30 - 9:00 p.m.	Hands-On Experience with Computer Assisted Guidance Programs, TAMU Campus (Group B)

Thursday, November 19

8:00 - 9:00 a.m.	Use of Computer Assisted Guidance Programs with Different Clientele Impact of CAGPs on Clients - What does the Research Say? Gonzalo Garcia, Associate Professor Department of Educational Psychology, TAMU
9:00 - 10:00 a.m.	Developing Tech-Prep Plans Including Course Content and Sequencing George Matott, Associate Director Tech-Prep Professional Development Consortium, TAMU
10:00 - 10:15a.m.	Break
10:15 - 11:45a.m.	Training the Trainers Session Workshop Staff
11:45 - 12:00p.m.	Workshop Summary and Evaluation
12:00 p.m.	Adjourn

Workshop Coordinator

Don R. Herring, Professor
Department of Agricultural Education, TAMU

Career Guidance Software Vendors and Presenters

Virginia Riser - ETS (SIGI-Plus) -- Break Sponsor
Lorna Harrison - ACT (Discover) -- Break Sponsor
Kathryn Prouty - Riverside Publishing, GIS (Texas Model) -- Break Sponsor

Display of Career Guidance Materials

Jayne Hughes - Educational Development and Training Center, East Texas State University

Special Thanks To:

ETS, ACT, and GIS for the sponsorship of a break during the conference
Gonzalo Garcia - Coordination for the participation of the career guidance software vendors
Rick Hernandez, Brazos Valley Consortium - Arrangements for the business/industry site visits and panel
Patty Groff, Quality Workforce Planning - Arrangements for the business/industry site visits and panel
Mike Kristynik, Bryan ISD - Transportation to business/industry sites
Business/Industry site hosts
University Tower
All Workshop Presenters

D3. Teachers' Workshop, Lubbock

EXECUTIVE SUMMARY OF
FAST TRACK TO THE FUTURE
Lubbock, Texas
February 8-9, 1993

The Lubbock workshop was the result of concerted efforts of several Tech-Prep consortia including South Plains, Panhandle, Permian Basin, North Texas, Concho Valley, West Central Texas, and the Statewide Professional Development Consortium.

Audience Characteristics

In order to encourage cohesiveness, as well as team working atmospheres, all participating Tech-Prep consortia were asked to send in teams of teachers representing different disciplines (Mathematics, Science, Communications, and Technical areas), and/or levels (Secondary and Post Secondary). Nominations for these participants were done locally by the Tech-Prep directors.

Type of Workshop

This two-day intensive training program was aimed at preparing the participants with the necessary experiences that they needed when designing and/or delivering similar workshops in their local ISDs. The focus of the workshop was on integration and applied teaching methodologies. The participants were exposed to these concepts by teams of experienced presenters.

First Day Activities

During the first day of the workshop the participants were first introduced to the Tech-Prep system and some of the possible benefits that may result from implementing the system. This was followed by concurrent sessions covering Cooperative Learning strategies, Marketing Tech-Prep, Applied Mathematics, and Applied Biology. Additional presentations covered strategies for identifying and exploiting the different Learning Styles of students, the role of Special Populations in Tech-Prep, and an after dinner motivational address by a local attorney

Second Day Activities

During the second day of the workshop, the participants listened to and participated in a discussion with a team of presenters on the SCANS competencies and "what employers want." The panel discussed the competencies that are needed in the workplace and strategies for integrating them into instruction. The panel discussion was followed by concurrent sessions covering Applied Communications, Applied Physics, and Applied Mathematics. Another session addressed methods for implementing change, and finally, the day's activities concluded with a planning session in which the participant teams devised plans for implementing the concepts learned in the workshop.

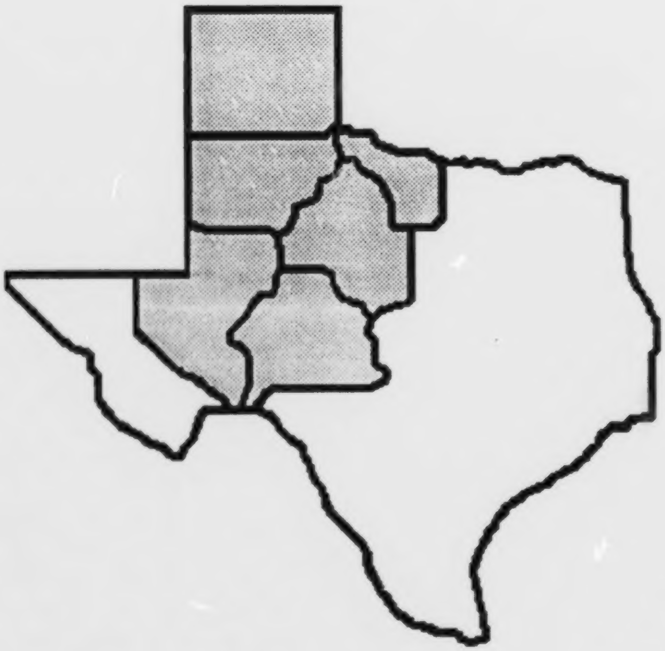
Overall assessment

Workshop evaluations were turned in by the participants, and analyses of the responses indicated extreme satisfaction with the workshop, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive, and indicated appreciation in terms of the quality, content, organization, and the effort that went into the workshop. Perhaps the most appreciated of all were the binders (notebooks) full of ready-to-use materials that each participant received. The participants left with good feelings and confidence on their levels of preparation to train others back in their local ISDs.

Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the Lubbock notebook "Fast Track to the Future."

Fast Track To The Future

Presented by the
West Texas Tech-Prep
Consortia
and the
Tech-Prep Professional
Development Consortium



Lubbock, Texas

February 8-9, 1993

Fast Track To The Future

A Teacher's Workshop
presented by
The West Texas Tech-Prep Consortia
and
The Tech-Prep Professional Development Consortium

Sunday, February 7

7:00 - 8:00	p.m.	Early Registration

Monday, February 8

8:30 - 9:30	a.m.	Workshop Registration
9:30 - 10:45	a.m.	What Is Tech-Prep and What Will It Do To Me? Les Tilley
10:45 - 11:00	a.m.	Break
11:00 - 12:30	p.m.	Concurrent Sessions • No One Is As Smart As All of Us! Cooperative Learning Anita Risner • Communicating and Marketing Tech-Prep Robin Carney • Linking the Classroom to Life-Applied Mathematics Les Tilley
12:30 - 1:30	p.m.	Lunch
1:30 - 3:00	p.m.	Concurrent Sessions • No One Is As Smart As All of Us! Cooperative Learning Anita Risner • Communicating and Marketing Tech-Prep Robin Carney • Linking the Classroom to Life-Applied Biology Les Tilley
3:00 - 3:15	p.m.	Break
3:15 - 4:45	p.m.	Learning/Working Styles and Team Power Anita Risner
4:45 - 5:00	p.m.	Wrap-up
6:00	p.m.	Dinner Speaker: Byrnie Bass, Attorney, Harding, Bass, Fargason, Booth, and Calfin, Attorneys at Law Entertainment: Ruby Moultrie, Vocal Instructor, South Plains College

Tuesday, February 9

8:00 - 8:30	a.m.	Coffee
8:30 - 8:45	a.m.	Thought for the Day
8:45 - 9:45	a.m.	Learning a Living/What Employers Want Anita Risner
9:45 - 10:00	a.m.	Break
10:00 - 11:30	a.m.	Concurrent Sessions • **Linking the Classroom to Life-Applied Communications** **Anita Risner** • **Linking the Classroom to Life-Applied Physics** **Robin Carney** • **Linking the Classroom to Life-Applied Mathematics** **Les Tilley**
11:30 - 12:30	p.m.	Lunch
12:30 - 2:00	p.m.	Change Is Not a Dirty Word Anita Risner
2:00 - 2:15	p.m.	Break
2:15 - 3:30	p.m.	Planning for Action Les Tilley
3:30 - 4:00	p.m.	Evaluation - How Did We Do?

Workshop Staff

Anita Risner, Career Development Specialist,
Oklahoma Department of Vocational/Technical Education

Robin Carney, Principal Technology Teacher
Central Oklahoma Area VoTech School

Les Tilley, Staff Development Specialist
Oklahoma Department of Vocational/Technical Education

Workshop Coordinators

Jo Huffman	South Plains Consortium, Director
Lynn McGee	Panhandle Consortium, Director
John Reed	Permian Basin Consortium, Coordinator
Shirley Shroyer	Permian Basin Consortium, Professional Development Task Force Chairman
Mac McGee	North Texas Consortium, Director
D'Arcy Poulson	Concho Valley Consortium, Director
Bill Daugherty	West Central Texas Consortium, Director
George Matott	Tech-Prep Professional Development Consortium

Special Thanks To

Linda Cafas, Catering Department, Lubbock Plaza Hotel and Convention Center
Lubbock Chamber of Commerce
Lubbock Audio Visual

D4. Teachers' Workshop, Arlington - Fort Worth

EXECUTIVE SUMMARY OF

APPLIED METHODOLOGY AND TECH-PREP WORKSHOP

Arlington, TX: April 23, 1993
and
Fort Worth, TX: May 1, 1993

Audience

In planning the workshop, North Central Texas Tech-Prep Consortium Director Lisa Taylor invited twenty-five teams of individuals from twenty-five secondary school campuses located within the consortium boundaries. Each team was comprised of four professionals, one administrator or counselor, and one teacher each from mathematics, science (biology, chemistry or physics) and English from each of the twenty-five campuses. These individuals participated in the workshop activities planned for April 23, 1993 and May 1, 1993. The two day workshop emphasized the necessity of math/science/communication skills needed for individuals entering today's workforce. A review of educational curricula employing applied methodology which could be implemented for developing the necessary workforce skills was also discussed.

April 23, 1993 Workshop

On Friday, April 23, seventy team members originally met at Bowie High School in Arlington to hear information on the relationship between math/science/communication education with the health care industry. Individuals from the HCA South Arlington Medical Center spoke on issues related to health careers. Other guest speakers dealt with math/science/communication education and preparing our youth for work in the 21st century. The first day of the workshop ended with a tour of the HCA Arlington Medical Center. Reinforcement of concepts heard previously during the day was emphasized during the tour.

May 1, 1993 Workshop

Hands-on activities relating to the implementation and integration of math/science/communication activities provided the major emphases of the second day of the workshop. Fifty-seven workshop participants, administrators, counselors, and teachers, met at

Eastern Hills High School in Fort Worth on Saturday, May 1, 1993. Curriculum specialists were employed to lead workshop participants through a variety of math/science/communication activities designed to support the applied methodology approach to education. Those individuals participating in the day's activities were also afforded the opportunity to see how a modern technology education lab could be used to integrate curriculum subject matter. Curriculum materials in math/science/communication were distributed for future use in the implementation of tech-prep programs at the twenty-five campuses. Notebooks containing specific workshop information were distributed to each participant.

Workshop Evaluation Summary

Two separate workshop evaluations were distributed to participants. One of the evaluations dealt with the events which occurred on April 23, 1993 while the other evaluation dealt with what occurred on May 1, 1993. Evaluation forms focused on the content provided by each presenter and how well the presenter delivered the information. A rating scale of 1 to 5 was used, 1 representing strongly disagree with 5 representing strongly agree. Comments were solicited in order to provide a basis for improving future workshops.

A review of the overall ratings and comments for the events held on April 23, 1993 indicated that the participants liked what was presented. All presentations were rated higher than a 4 and a majority of the comments praised what took place during the workshop.

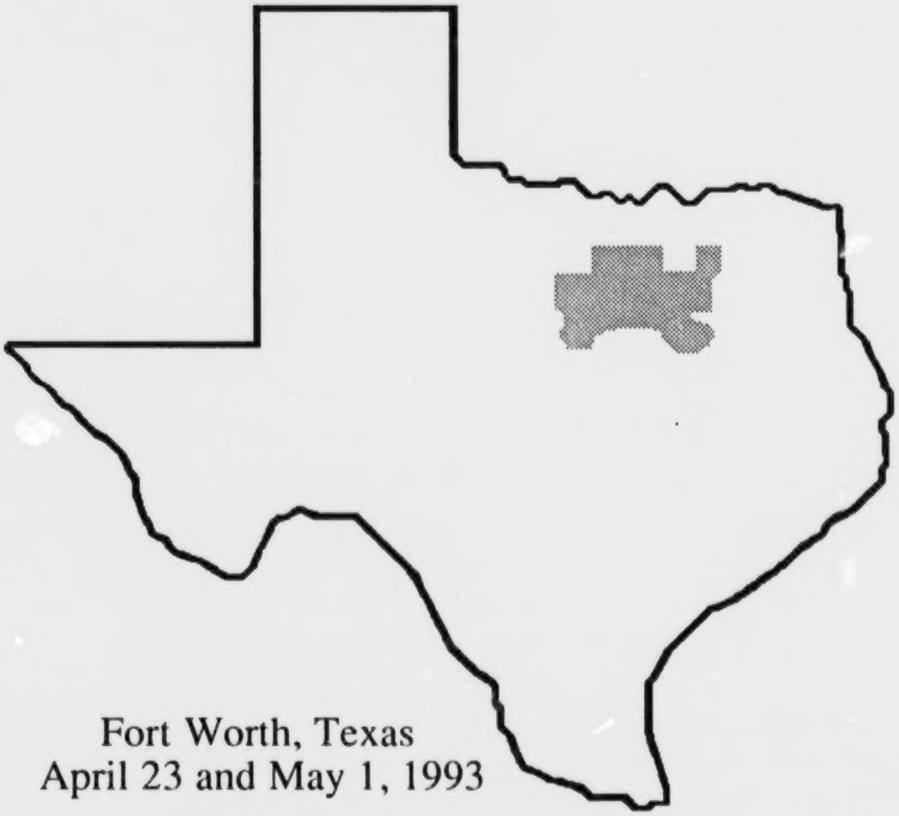
A review of the overall ratings and comments for the events held on May 1, 1993 indicated that the participants liked what was presented. All presentations were rated higher than a 4 and a majority of the comments praised what took place during the workshop.

Technology was used in all of the workshops. Comments on using the technology education lab for integrating academic content were very positive.

A complete listing of participants and evaluation forms used for workshop evaluation are located in the Applied Methodology and Tech-Prep Workshop notebooks.

APPLIED METHODOLOGY AND TECH-PREP WORKSHOP

Presented by the
North Central Texas Tech-Prep Consortium
and the
Tech-Prep Professional Development
Consortium



Fort Worth, Texas
April 23 and May 1, 1993

Workshop Coordinators:
Dr. Donald L. Clark, Project Director
Tech-Prep Professional Development Consortium
Texas A&M University

Ms. Lisa Taylor, Director, North Central Texas Tech-Prep Consortium
Cedar Valley College

APPLIED METHODOLOGY AND TECH PREP WORKSHOP

presented by
the North Central Texas Tech-Prep Consortium
and
the Tech-Prep Professional Development Consortium

Friday, April 23, 1993

8:00 - 9:00	a.m.	Registration at Bowie High School Auditorium,2101 Highbank Arlington, Texas
9:00	a.m.	Welcome and Introductions Don Clark, Project Director, Tech-Prep Professional Development Consortium Texas A&M University
9:10	a.m.	Logistics and agenda review Lisa Taylor, Director, North Central Texas Tech-Prep Consortium
9:15	a.m.	THE FUTURE IN HEALTH CARE FOR OUR YOUTH A perspective of the Needs of HCA South Arlington Medical Center and Metroplex Health Care Providers -- Michael Spurlock, CEO, HCA South Arlington Medical Center
10:00	a.m.	PREPARING ALL STUDENTS FOR CAREERS IN HEALTH CARE Dana Adibi, R.N., Director of Education/Risk Management, HCA South Arlington Medical Center
10:30	a.m.	Break
10:40	a.m.	EMBRACING RELEVANCY IN MATHEMATICS AND SCIENCE EDUCATION Mary Jane Schott, Director of Secondary Science Education, Texas Education Agency
11:30	a.m.	LUNCH can be purchased in the Bowie High School Cafeteria
12:30	p.m.	EMBRACING RELEVANCY IN ENGLISH AND COMMUNICATIONS EDUCATION -- Ken Brown, National Trainer and Florida English Teacher, Agency for Instructional Technology
1:15	p.m.	THE NORTH CENTRAL TEXAS TECH-PREP CONSORTIUM (NCTTPC) AND THE HIGH SCHOOL'S ROLE IN PREPARING OUR YOUTH FOR THE 21ST CENTURY -- Lisa Taylor, Director, North Central Texas Tech-Prep Consortium
2:00	p.m.	Break -- Group moves by individual transportation to HCA South Arlington Medical Center
2:30	p.m.	Tours of HCA South Arlington Medical Center, 3301 Matlock Road; Meet in Lobby and divide into five groups of 25 individuals each
4:00	p.m.	Tours End and Participants Fill-out Part I of Tech-Prep Planning Forms (Turn-in outside Lobby)
5:00	p.m.	FAREWELLS

(This activity is supported through a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

APPLIED METHODOLOGY AND TECH PREP WORKSHOP

Saturday, May 1, 1993

8:00 - 8:30	a.m.	Check-in at Eastern Hills High School, 5701 Shelby, Fort Worth Coffee and juice provided
8:30	a.m.	Welcome and Introductions -- Cafeteria
8:45	a.m.	Move to assigned rooms for applied methodology workshops
9:00	a.m.	Begin first group session Math individuals meet in Technology Education Lab Biology/Chemistry individuals meet in Room 21 Principles of Technology individuals meet in Room 25 Communication individuals meet in Room 131
10:30	a.m.	Group Rotation Math individuals meet in Room 135 Biology/Chemistry individuals remain in Room 21 Principles of Technology individuals meet in Technology Education Lab Communication individuals remain in Room 131
12:00		Lunch provided in Eastern Hills High School Cafeteria (Pizza & Drinks)
1:00	p.m.	Group Rotation Math individuals remain in Room 135 Biology/Chemistry individuals meet in Technology Education Lab Principles of Technology individuals meet in Room 25 Communication individuals meet in Room 131
2:30	p.m.	Group Rotation Math individuals remain in Room 135 Biology/Chemistry individuals meet in Room 21 Principles of Technology individuals remain in Room 25 Communication individuals meet in Technology Education Lab
4:00	p.m.	Evaluation & Wrap Up in Cafeteria

Workshop Presenters
Biology/Chemistry -- Gary Olsen
Communications -- Ken Brown
Communications -- Rod Ham
Lab Technology 2000 -- Duane Rogers
Lab Technology 2000 -- Brian Skates
Math -- Scott Davis
Principles of Technology -- David W. Greer
Principles of Technology -- Tom Hart

Proctors
Business -- Kay Frazier
Chemistry --Tracie Arnold
Communications -- Sherry Bergen

Building Coordinator
Dana McConnell

(This activity is supported through a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

Biology/Chemistry:

The sciences have emphasized the exploration of our world in order to gain a better understanding of the natural phenomena which exists. Too often the sciences have emphasized theoretical knowledge, rather than providing practical experience. Relevant learning methodology provides science educators with the opportunity to take theory and apply it to the everyday world of agriculture, health and human services, and industrial occupations.

Communications:

Integrated Communications implies the application of the basic skills of communication to real life situations. The communication modules are designed to aid instructors in teaching communication skills in an applied setting. These modules require the student to learn and practice skills such as reading, writing, listening, speaking, visual and non verbal communication as they apply to their occupations and personal lives. A strong core of communication skills is necessary, whether students intend to enter the job market immediately, or pursue a higher level of education. Many students, however, are not motivated by the traditional communication courses. The use of relevant methodology, as embraced by many teachers involved in Tech-Prep initiatives, provides students with a variety of opportunities to learn communication skills. Using the learning style best suited to their needs, students practice communication rather than simply talk about it. This practice takes place through meetings, conversations, memos, letters, reports, and graphical presentations.

Mathematics:

The mathematics curriculum is composed of modular learning materials prepared to help high school vocational students and others develop and refine job-related mathematics skills. Emphasis remains on the ability to understand and apply functional mathematics to solve problems in the world of work. The materials themselves can be used as a stand alone course, or the material can be infused into existing courses. Year one is comprised of 22 modular units. Each unit consists of; video program, text, laboratory activities, practical problem-solving exercises, glossary and mathematics. There are three preparatory units. In some instances the units build upon a previous unit.

Principles of Technology:

Principles of Technology is a high school course in science generally taken at the tenth and eleventh grades. It is a two-year curriculum covering fourteen units in applied physics. Seven units are taught the first year and seven more are taught in the second year. Materials developed and tested for *Principles of Technology* include texts, video cassettes, demonstrations, math labs, hands-on labs, and tests. It was designed to: increase the employability of students going on from high school to work; emphasize principles rather than specifics of technology and provide an understanding of the mathematics associated with these principles; increase the appeal of instruction; maintain the academic rigor needed to meet the increased requirements for high school graduation in science.

Technology Education:

In the past, Technology Education was known in many of our schools as "shop class". It is no longer that way in the Fort Worth Independent School District! In earlier times mankind had to know about and understand the natural environment in order to survive. Today, it is necessary to know about and understand the created technological environment and the relationship of technical knowledge to human beings, society, and the environment. The new form of knowing and understanding requires a new form of literacy, a *technological literacy*. Technology education provides a foundation for implementation of many of the basic skills (reading, writing, speaking, etc.), thinking skills (problem-solving, critical, reasoning, etc.) and personal qualities (responsibility, self-esteem, integrity, etc.) required to be a success in today's society.

(AAT credit application has been submitted to TEA)

D5. Teachers' Workshop, Tyler

EXECUTIVE SUMMARY OF
LINKING THE CLASSROOM TO THE WORKPLACE
Tyler, Texas
April 26 - 27

Audience Characteristics

The East Texas workshop covered three Tech-Prep consortia: Deep East Texas, East Texas, and Northeast Texas. Like previous workshops, team concept was a central focus of the Tyler workshop, therefore, the consortia directors were asked to send in teams of teachers representing different disciplines within the academic (English, Mathematics, Science, etc.) and vocational areas, or levels (secondary and post-secondary). Selections of the workshop participants were done by the consortia directors.

Type of Workshop

The theme for the Tyler workshop was "Linking the Classroom to the Workplace" therefore, the entire workshop was oriented to that theme. Contextual learning and applied methodologies for mathematics, science, communications, etc., as well as exploration of the relationship between the classroom and the world of work were the main thrust for this workshop. Additionally, tours of business and industry sites were designed and infused into the workshop agenda to provide the much needed context for relating school to the world of work.

Day One: Monday, April 26, 1993

Following registration, the program started with a very impressive kickoff presentation by a team comprising a principal, a mathematics teacher, and three students from Lexington High School in Lexington ISD. Their presentations (more like testimonies) were experiential and centered around the impacts that the Tech-Prep system is having on them. Some results from a trial implementation of the system ranged from complete turn-around of failing students, to outstanding performances on state and national exams, and to increased placement rates. The second presentation that morning was by a seven-member panel of business and industry representing six different industries, that discussed the needs of today's workplace.

During the afternoon of the first day, the participants visited four industries: Trane Air-conditioning, Bonar Packaging, Mother Frances Hospital, and Tyler Pipe. Teams of teachers from different ISDs were divided in two so that each group toured two facilities (giving total of four facilities per team). The participants spent the entire afternoon touring the facilities obtaining first hand experiences on what is actually involved in the "real world"--what skills are needed to perform what job, and how the skills that the employees learned in school were applied in actual work environments.

Day Two: Tuesday, April 27, 1993

The sessions on the second day kick off with a presentation on the role of special population in the Tech-Prep system. Additional sessions covered methods of collaborative teaching and learning, and alternative methodologies for teaching mathematics, science and communications. Another session centered around the development of implementation strategies for Tech-Prep programs in the participants' local ISDs by identifying some of the barriers to Tech-Prep implementation. Finally, the workshop concluded with intense inter- and intra-group planning sessions and a train-the-trainer session in which the participants learned some strategies for designing their own localized workshops.

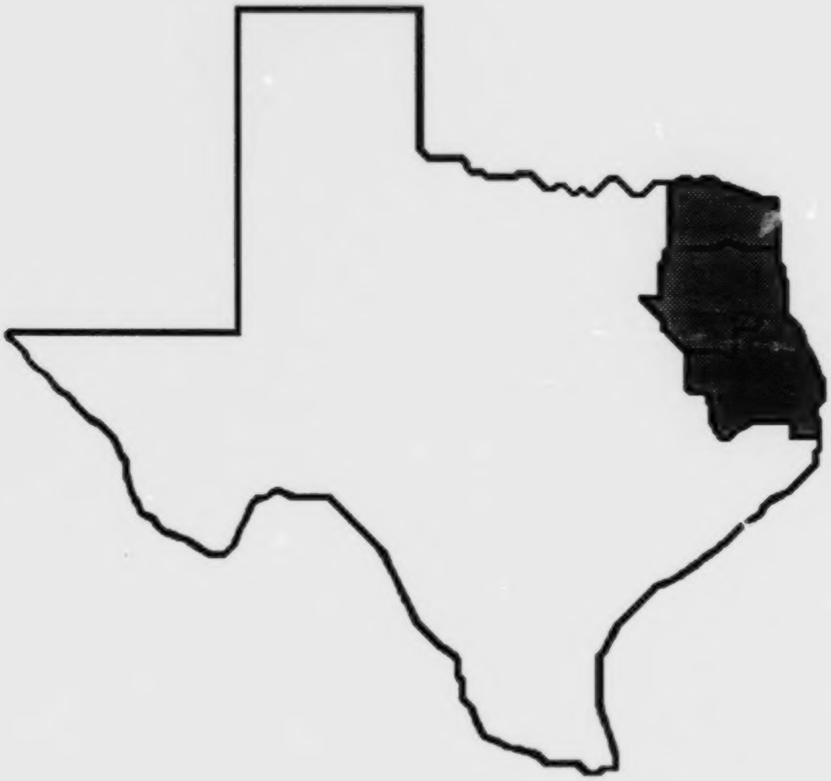
Overall assessment

Workshop evaluations were turned in by the participants, and analyses of the responses indicated extreme satisfaction with the workshop, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive, and indicated appreciation in terms of the quality, content, organization, and the effort that went into the workshop. Perhaps the most appreciated of all were the binders (notebooks) full of ready-to-use materials that each participant received. The participants left with good feelings and confidence on their levels of preparation to train others back in their local ISDs.

Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the Tyler notebook "Fast Track to the Future."

Linking the Classroom to the Workplace

Presented by the
Tech-Prep Professional
Development Consortium



Tyler, Texas

April 26-27, 1993

Linking the Classroom to the Workplace

A Teacher's Workshop
presented by
The Tech-Prep Professional Development Consortium

Monday, April 26

8:00 - 9:00	a.m.	Workshop Registration
9:00 - 9:15	a.m.	Workshop Introduction George Matott, Associate Director, Tech-Prep Professional Development Consortium
9:15 - 10:15	a.m.	Tech-Prep, Alternative Teaching Methods and Change Carl Peterson, Superintendent, Lexington ISD Don Garrett, Principal, Lexington High School Pam Fails, Mathematics Teacher, Lexington High School Donald Green, Juanita Tucker, Students, Lexington High School
10:15 - 10:30	a.m.	Break
10:30 - 11:00	a.m.	Employability Skills and Quality Work Force Planning John Fabac, Director, Technology Partnership Organization, University of Texas at Tyler
11:00 - 12:15	p.m.	Identifying Needs for Today's Workplace Business/Industry Panel Karen Parker-Kilgore, Mother Frances Hospital Willie Adams, Trane Ken Hegtvedt, Tyler Pipe Mac Elgin, Bonar Packaging Anita Meyer, Southwestern Bell Telephone
12:15 - 1:15	p.m.	Lunch
1:15 - 5:00	p.m.	Exploring the Relationship Between the Classroom and the World of Work Tours to the Local Business/Industry Sites: Mother Frances Hospital Trane Tyler Pipe Bonar Packaging

(This activity is supported though a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

Tuesday, April 27

8:00 - 8:15	a.m.	Overview Tijjani Mohammed, Research Associate, Tech-Prep Professional Development Consortium
8:15 - 9:00	a.m.	Tech-Prep Initiative and Special Populations
9:00 - 9:45	a.m.	Alternative Methods: Collaborative Teaching and Learning Dr. Tommy Gilbreath, University of Texas at Tyler
9:45 - 10:00	a.m.	Break
10:00 - 12:00	p.m.	Concurrent Sessions • Alternative Methods for Teaching Communications Charlotte Saxon, Communications Teacher, Leander High School • Alternative Methods for Teaching Mathematics Davis Ellis, Mathematics Teacher, Leander High School • Alternative Methods for Teaching Science Larry Jacobson, Science Teacher, Leander High School
12:00 - 1:00	p.m.	Lunch
1:00 - 2:45	p.m.	Concurrent Sessions (cont.) • Alternative Methods for Teaching Communications Charlotte Saxon, Communications Teacher, Leander High School • Alternative Methods for Teaching Mathematics David Ellis, Mathematics Teacher, Leander High School • Alternative Methods for Teaching Science Larry Jacobson, Science Teacher, Leander High School
2:45 - 3:00	p.m.	Break
3:00 - 3:45	p.m.	Indentifying Barriers to the Implementation of Tech-Prep George Matott, Associate Director, Tech-Prep Professional Development Consortium Tijanni Mohammed, Research Associate, Tech-Prep Professional Development Consortium
3:45 - 4:15	p.m.	Train the Trainer Session George Matott, Associate Director, Tech-Prep Professional Development Consortium
4:15 - 4:30	p.m.	Workshop Summary & Evaluation Workshop Staff

(This activity is supported through a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

Workshop Coordinators

George Matott	Tech-Prep Professional Development Consortium
Doris Sharp	East Texas Consortium
Jo Huffman	Deep East Texas Consortium
Eugenia Travis	Northeast Texas Consortium

Workshop Staff

Don Garrett, Lexington ISD
Carl Peterson, Lexington High School
Pam Fails, Lexington High School
John Fabac, Technology Partnership Organization, University of Texas at Tyler
Charlotte Saxon, Leander High School
David Ellis, Leander High School
Larry Jacobson, Leander High School
Tommy Gilbreath, University of Texas at Tyler

Special Thanks To:

Mother Frances Hospital
Trane
Tyler Pipe
Bonar Packaging
John Fabac, Quality Work Force Planning
Kathye McCall and the Rose Garden Center
Joseph's Catering
The Sheraton Tyler Hotel

(This activity is supported through a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

D6. Teachers' Workshop, Houston

EXECUTIVE SUMMARY OF
FAST TRACK TO THE FUTURE WORKSHOP
Houston, Texas
May 11 and 12, 1993

Audience Characteristics

The Gulf Coast Tech-Prep Consortium and the Statewide Professional Development Consortium sponsored this two day train-the-trainer workshop. In order to encourage cohesiveness, as well as team working atmospheres, the Gulf Coast Tech-Prep consortium director was asked to send in teams of teachers representing different disciplines (Mathematics, Science, Communications, and Technical areas), and/or levels (Secondary and Post Secondary). Nominations for these participants were done locally by the Tech-Prep director.

Type of Workshop

This two-day intensive training program was aimed at preparing the participants with the necessary experiences that they will need when designing and/or delivering similar workshops in their local ISDs. The focus of the workshop was on integration and applied teaching methodologies. The participants were exposed to these concepts by teams of experienced presenters.

First Day Activities

During the first day of the workshop the participants were first introduced to the Tech-Prep system and some of the possible benefits that may result from implementing the system. This was followed by a keynote address by an individual representing a Texas ISD, Goose Creek, that is experiencing a remarkable degree of success from implementation of the Tech-Prep system. Additional presentations covered strategies for identifying and exploiting the different Learning Styles of students, the role of Special Populations in Tech-Prep, and three concurrent sessions on integrated concepts of Mathematics, Science, and Communications.

Second Day Activities

During the second day of the workshop, the participants listened to and participated in a panel discussion with members from local business and industry. Some of the issues addressed included some of the concerns that the employers had relative to the level of preparation of new employees, strategies for solving problems, ways of strengthening the relationship between education and business and industry, and for securing essential resources needed by the schools. The panel discussion was followed by repeated concurrent sessions on strategies for marketing Tech-Prep, Cooperative Learning concepts, and methods for implementing change.

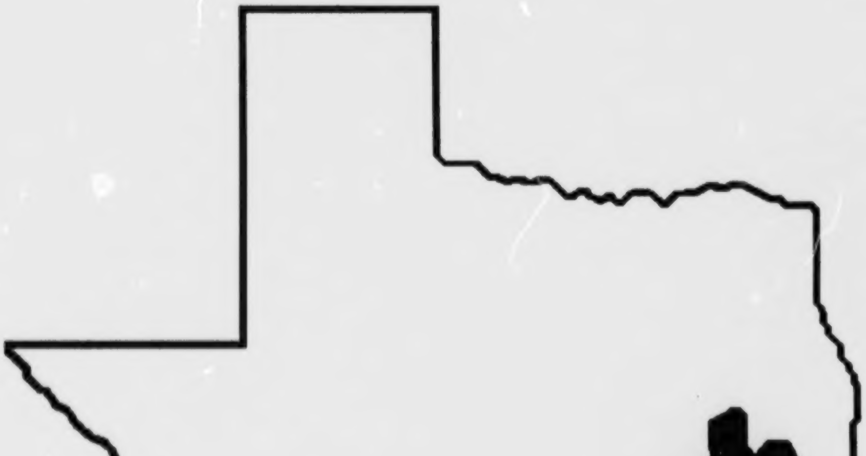
Overall assessment

Workshop evaluations were turned in by the participants, and analyses of the responses indicated extreme satisfaction with the workshop, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive, and indicated appreciation in terms of the quality, content, organization, and the effort that went into the workshop. Perhaps the most appreciated of all were the binders (notebooks) full of ready-to-use materials that each participant received. The participants left with good feelings and confidence on their levels of preparation to train others back in their local ISDs.

Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the Houston notebook "Fast Track to the Future."

Fast Track To The Future

Presented by the
Tech-Prep Professional
Development Consortium



Houston, Texas

May 11-12, 1993

Fast Track to the Future

A Teacher's Workshop
Presented by
The Tech-Prep Professional Development Consortium

Tuesday, May 11

7:30 - 8:30	a.m.	**Workshop Registration**
8:30 - 9:15	a.m.	**What Is Tech-Prep and What Will It Do To Me?** Sue Godwin
9:15 - 9:45	a.m.	**Integrated Academics At Goosecreek I.S.D.** Steve Johnson, Director Of Educational Programs
9:45 - 10:00	a.m.	**Break**
10:00 - 11:30	a.m.	**Learning/Working Styles and Team Power** Anita Risner
11:30 - 12:00	p.m	**Special Populations** Vickie Mitchell
12:00 - 1:00	p.m.	**Lunch**
1:00 - 3:45	p.m.	**Concurrent Sessions** (15 minute break will be given in each session) • **Linking the Classroom to Life - Integrated Math** Sue Godwin • **Linking the Classroom to Life - Integrated Communications** Anita Risner • **Linking the Classroom to Life - Integrated Science** Robin Carney
3:45 - 4:00	p.m.	**Announcements and Wrap-up for the Day**

(This activity is supported though a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

Wednesday, May 12

8:00 - 8:30	a.m.	**Coffee**
8:30 - 9:00	a.m.	**Overview** Video: Promises to Keep
9:00 - 10:00	a.m.	**What Employers Want** Local Business and Industry Panel
10:00 - 10:15	a.m.	**Break**
10:15 - 12:00	p.m.	**Concurrent Sessions** • **Marketing Tech-Prep** Robin Carney • **No One is as Smart as All of Us! Cooperative Learning** Anita Risner • **Change is Not a Dirty Word!** Sue Godwin
12:00 - 1:00	p.m.	**Lunch**
1:00 - 2:45	p.m.	**Concurrent Sessions** • **Marketing Tech-Prep** Robin Carney • **No One is as Smart as All of Us! Cooperative Learning** Anita Risner • **Change is Not a Dirty Word!** Sue Godwin
2:45 - 3:00	p.m.	**Break**
3:00 - 3:45	p.m.	**Planning for Action** Anita Risner
3:45 - 4:00	p.m.	**Evaluation & Wrap Up**

Workshop Presenters

Anita Risner, Regional Career Development Specialist,
Oklahoma Department of Vo-Tech
Sue Godwin, Tech-Prep Coordinator, Indian Capital Area Vo-Tech School
Robin Carney, Principles of Technology Teacher, Central Area Vo-Tech School
Steve Johnson, Director of Educational Programs, Goosecreek ISD
Vickie Mitchell, Educational Consultant

Workshop Coordinators

George Matott	Tech-Prep Professional Development Consortium
Eileen Booher	Gulf Coast Consortium
Mary Markowich	Gulf Coast Consortium

Special Thanks To:

Kelley Sawyer and the Radisson Hotel

(This activity is supported though a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

D7. Teachers' Workshop, San Antonio

EXECUTIVE SUMMARY OF THE
FAST TRACK TO THE FUTURE WORKSHOP
San Antonio, TX
June 7 - 8, 1993

Audience Characteristics

The San Antonio workshop covered five Tech-Prep consortia: Alamo, Coastal Bend, Lower Rio Grande Valley, Star, and South Texas. The consortia directors were asked to send in teams of teachers representing both academic (English, Mathematics, Science, etc.) and vocational areas. Selection of the workshop participants was done by the consortia directors.

Type of Workshop

The general intent of the San Antonio workshop was to provide adequate orientation to the Tech-prep system for those who had no prior exposure to the concept. This two-day intensive training program was at the beginner level, and was aimed at preparing the participants with the necessary experiences that they needed when designing and/or delivering similar workshops in their local ISDs. The focus of the workshop was on integration and applied teaching methodologies. The participants were exposed to these concepts by teams of experienced presenters.

First day Activities

First day activities centered around the dissemination of basic information about the Tech-Prep system, and the participants were exposed to presentations that addressed what Tech-Prep is and how the system is being implemented in the state of Texas. Central to the workshop success was the keynote presentation by Steve Johnson of Goose Creek ISD on the positive experiences that they are having from implementation of the Tech-Prep system. Additional topics addressed learning styles, role of special population in the Tech-Prep system, and three concurrent sessions that addressed integrated methodologies for mathematics, communications and science.

Second Day Activities

During the second day of the workshop the participants listened to and participated in a dialogue with a five-member panel of people from local business and industry on "what the employers want." Additional issues that were debated with the panel included strategies for getting more business and industry involvement in the local schools, and for securing essential resources needed by the schools; and issues relating to expectations and ways of meeting them. Additional sessions were concurrent, and addressed marketing strategies for Tech-Prep, Cooperative learning techniques, and methods for implementing change. The day ended with a planning session in which the participant teams devised their own implementation plans to be used when they returned to their local ISDs.

Overall assessment

Workshop evaluations were turned in by the participants, and analyses of the responses indicated extreme satisfaction with the workshop, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive, and indicated appreciation in terms of the quality, content, organization, and the effort that went into the workshop. Perhaps the most appreciated of all were the binders (notebooks) full of ready-to-use materials that each participant received. The participants left with good feelings and confidence on their levels of preparation to train others back in their local ISDs.

Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the San Antonio notebook "Fast Track to the Future."

Fast Track To The Future

Presented by the
Tech-Prep Professional
Development Consortium

San Antonio, Texas

June 7-8, 1993

Fast Track to the Future

A Teacher's Workshop
Presented by
The Tech-Prep Professional Development Consortium

Monday, June 7

7:30 - 8:30	a.m.	**Workshop Registration**
8:30 - 8:45	a.m.	**Introductions and Warm-up Activity** Anita Risner
8:45 - 9:30	a.m.	**What Is Tech Prep and What Will It Do To Me?** **Video "Unless We First Dream"** Les Tilley
9:30 - 10:15	a.m.	**Tech Prep Texas Style** Steve Johnson
10:15 - 10:30	a.m.	**Break**
10:30 - 12:00	a.m.	**Learning/Working Styles and Team Power** Anita Risner
12:00 - 1:00	p.m.	**Lunch**
1:00 - 1:30	p.m.	**All Students Can Learn! Special Populations and Tech Prep** Carolyn Maddy-Bernstein
1:30 - 3:45	p.m.	**Concurrent Sessions--Linking the Classroom to Life**
		• **Integrated Mathematics** Les Tilley • **Integrated Communications** Anita Risner • **Integrated Science** Robin Carney
2:30 - 2:45	p.m.	**Break (15 minute break will be given in each session)**
3:45 - 4:00	p.m.	**Announcements and Wrap-up for Day**

(This activity is supported though a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

Tuesday, June 8

8:00 - 8:30	a.m.	**Coffee**
8:30 - 9:00	a.m.	**Warm-up and Video "Promises to Keep"** Anita Risner
9:00 - 10:15	a.m.	**What Employers Want** Local Business and Industry Panel • Mike Holcomb, Human Resources Manager Strutural Metals, Inc. • Bert Pfiester, Area Manager--External Affairs Southwestern Bell Telephone • George Herndon, Training Manager USAA
10:15 - 10:30	a.m.	**Break**
10:30 - 12:00	p.m.	**Concurrent Sessions** • **Marketing Tech-Prep** Robin Carney • **No One is as Smart as All of Us! Cooperative Learning** Anita Risner • **Change is Not a Dirty Word!** Les Tilley
12:00 - 1:00	p.m.	**Lunch**
1:00 - 2:30	p.m.	**Concurrent Sessions** • **Marketing Tech-Prep** Robin Carney • **No One is as Smart as All of Us! Cooperative Learning** Anita Risner • **Change is Not a Dirty Word!** Les Tilley
2:30 - 2:45	p.m.	**Break**
2:45 - 3:45	p.m.	**Planning for Action** Anita Risner
3:45 - 4:00	p.m.	**Evaluation & Wrap Up**

(This activity is supported though a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

Workshop Coordinators

George Matott	Tech-Prep Professional Development Consortium
Pat Bubb	Lower Rio Grande Valley Consortium
Debra Nicholas	Alamo Consortium
Lee Sloan	Coastal Bend Consortium
Eduardo Vela	South Texas Consortium
Dick Whipple	Star Tech-Prep Consortium

Workshop Presenters

- Anita Risner, Regional Career Development Specialist
  Oklahoma Department of Vo-Tech
- Les Tilley, Staff Development Specialist
  Oklahoma Department of Vo-Tech
- Robin Carney, Principles of Technology Teacher
  Central Area Vo-Tech School
- Steve Johnson, Executive Director of Educational Programs
  Goosecreek ISD
- Carolyn Maddy-Bernstein, Director of Technical Assistance
  for Special Populations Program, NCRVE

Special Thanks To:

Jean James and Wyndham San Antonio

(This activity is supported though a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

D8. Teachers' Workshop, Alpine

EXECUTIVE SUMMARY OF
FAST TRACK TO THE FUTURE WORKSHOP
Alpine, TX
June 14 - 15, 1993

Audience Characteristics

The Alpine workshop was the result of concerted efforts between the Upper Rio Grande Tech-Prep Consortium and the Statewide Professional Development Consortium. Like previous workshops, team concept was a central focus of the Alpine workshop, therefore, the Upper Rio Grande Consortium director was asked to send in teams of teachers representing different disciplines within the academic (English, Mathematics, Science, etc.) and vocational areas, or levels (secondary and post-secondary). Nominations and/or selections of the workshop participants were done by the director and her staff.

Type of Workshop

This two-day intensive training program was aimed at preparing the participants with the necessary experiences that they needed when designing and/or delivering similar workshops in their local ISDs. The focus of the workshop was on integration and applied teaching methodologies. The participants were exposed to these concepts by teams of experienced presenters.

First Day Activities

The Alpine workshop was kicked of with an address by Dr. Jeri Pfeifer, Principal of Cooper High School, Abilene, Texas. Her presentation traced the history and need for educational reforms from the agricultural era up the present information age, highlighting major milestones along the way. Dr. Pfeifer also highlighted some of the possible benefits that may result from implementing the Tech-Prep system. Additional sessions that followed the keynote addressed career awareness in the classroom, and employability skills and the SCANS competencies. Finally, the day concluded following concurrent sessions covering integrated mathematics, integrated science, integrated communications and career guidance/counseling.

Second Day Activities

The second day kicked off with concurrent sessions that covered strategies for identifying and exploiting the different Learning Styles of students, the role of Special Populations in Tech-Prep, cooperative learning, and techniques for implementing multidisciplinary teaching. During the afternoon of the second day, the participants participated in a general discussion aimed at identifying and addressing any concerns that they had, along with strategies for utilizing cooperative efforts in implementing the Tech-Prep system. Finally, the workshop concluded with a planning session in which the participating teams devised plans for implementing the concepts learned in the workshop.

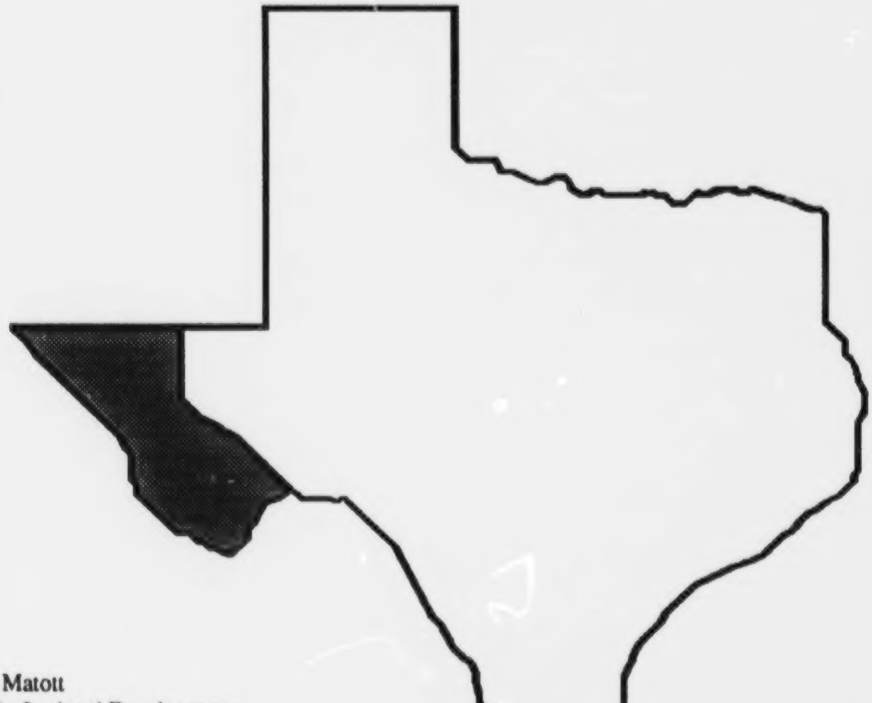
Overall assessment

Workshop evaluations were turned in by the participants, and analyses of the responses indicated extreme satisfaction with the workshop, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive, and indicated appreciation in terms of the quality, content, organization, and the effort that went into the workshop. Perhaps the most appreciated of all were the binders (notebooks) full of ready-to-use materials that each participant received. The participants left with good feelings and confidence on their levels of preparation to train others back in their local ISDs.

Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the Alpine notebook "Fast Track to the Future."

Fast Track To The Future

Presented by the
Tech-Prep Professional
Development Consortium



Mr. George Matott
Tech-Prep Professional Development
Consortium
Texas A&M University

Ms. Pat Flanagan
Upper Rio Grande Tech-Prep Consortium

Alpine, Texas

June 14-15, 1993

FAST TRACK TO THE FUTURE

sponsored by the
Tech Prep Professional Development Consortium of Texas
and the
Upper Rio Grande Valley Tech Prep Consortium.

Monday, June 14, 1993

8:00 - 8:45	am	Registration.
8:45 - 9:45	am	FROM THE INDUSTRIAL AGE TO THE INFORMATION AGE-- Dr. Jeri Pfeifer, Principal, Cooper High School, Abilene, TX
9:45 - 10:00	am	Break
10:00 - 11:00	am	CAREER AWARENESS IN THE CLASSROOM-- Esther McCarthy, Consultant
11:00 - 12:00	am	Employability Skills/SCANS
12:00 - 1:15	pm	Lunch
1:15 - 3:00	pm	Concurrent Sessions • Integrated Mathematics -- Sam Hromadka • Integrated Science -- Genny Donnelly • Integrated Communications -- Diane Fanning • Career Guidance/Counseling -- Julie Desporte
3:00 - 3:15	pm	Break
3:15 - 5:00	pm	Concurrent Sessions

(This activity is supported through a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

FAST TRACK TO THE FUTURE

Tuesday, June 15, 1993

8:00 - 9:45	am	Concurrent Sessions • Special Populations -- Vickie Mitchell • Learning Styles -- Debbie Segler • Multidisciplinary Teaching -- Carol Stuessy
9:45 - 10:00	am	Break
10:00 - 11:45	am	Concurrent Sessions • Special Populations -- Vickie Mitchell • Learning Styles -- Debbie Segler • Multidisciplinary Teaching -- Carol Stuessy
11:45 - 1:00	am	Lunch
1:00 - 2:00	am	General Session -- Cooperative Efforts -- Q/A
2:00 - 2:30	pm	Summary and Evaluation
2:30 - 2:45	pm	Break
2:45 - 4:00	pm	Planning Sessions

Workshop Presenters:

Julie Desporte, Counselor, Goose Creek ISD, Baytown
Genny Donnelly, Science Teacher, Goose Creek ISD, Baytown
Diane Fanning, English Teacher, Goose Creek ISD, Baytown
Sam Hromadka, Mathematics Teacher, Goose Creek ISD, Baytown
Esther McCarthy, Educational Consultant
Vickie Mitchell, Educational Consultant, Conroe
Dr. Jerilyn Pfeifer, Principal, Cooper High School, Abilene ISD
Debbie Segler, Human Resources Coordinator, Georgetown High School, Georgetown ISD
Dr. Carol Stuessy, Associate Professor, Texas A&M University

(This activity is supported through a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

D9. Teachers' Workshop, Abilene

EXECUTIVE SUMMARY OF
APPLIED METHODOLOGY AND TECH-PREP WORKSHOP

Abilene, Texas
June 21 - 22, 1993

Audience Characteristics

The Abilene workshop was the result of concerted efforts between several Tech-Prep consortia including the Concho Valley, Permian Basin, Upper Rio Grande, and the Statewide Professional Development Consortium. Like previous workshops, team concept was a central focus of the Abilene workshop, therefore, the consortia directors were asked to send in teams of teachers representing different disciplines within the academic (English, Mathematics, Science, etc.) and vocational areas, or levels (secondary and post-secondary). Nominations and/or selections of the workshop participants were done by the directors.

Type of Workshop

This two-day intensive training program was aimed at preparing the participants with the necessary experiences that they needed when designing and/or delivering similar workshops in their local ISDs. The focus of the workshop was on integration and applied teaching methodologies. The participants were exposed to these concepts by teams of experienced presenters.

First Day Activities

The Abilene workshop was kicked of with an address by Dr. Jeri Pfeifer, Principal of Cooper High School, Abilene, Texas. Her presentation traced the history and need for educational reforms from the agricultural era up the present information age, highlighting major milestones along the way. Dr. Pfeifer also highlighted some of the possible benefits that may result from implementing the Tech-Prep system.

Following the keynote address, the workshop broke out into all-day concurrent sessions on integrated concepts in mathematics, communication, and science. Each concurrent session was hands-on, and was team taught by experienced teachers. The mathematics section brought in an external consultant to demonstrate, as well as provide hands-on experiences in computer assisted instruction in mathematics.

Second Day Activities

The second day was a continuation of the concurrent sessions in mathematics, science, and communication. During the second day, the communications teachers brought in a panel of business and industry people to discuss how the skills taught in communications classes are applied in the world of work. Additional highlight for the second day was the use of computer labs for hands-on experiences on infusing modern technology in classroom instruction. Finally, the workshop activities concluded with a general planning session in which the participating teams devised plans for implementing the concepts learned in the workshop.

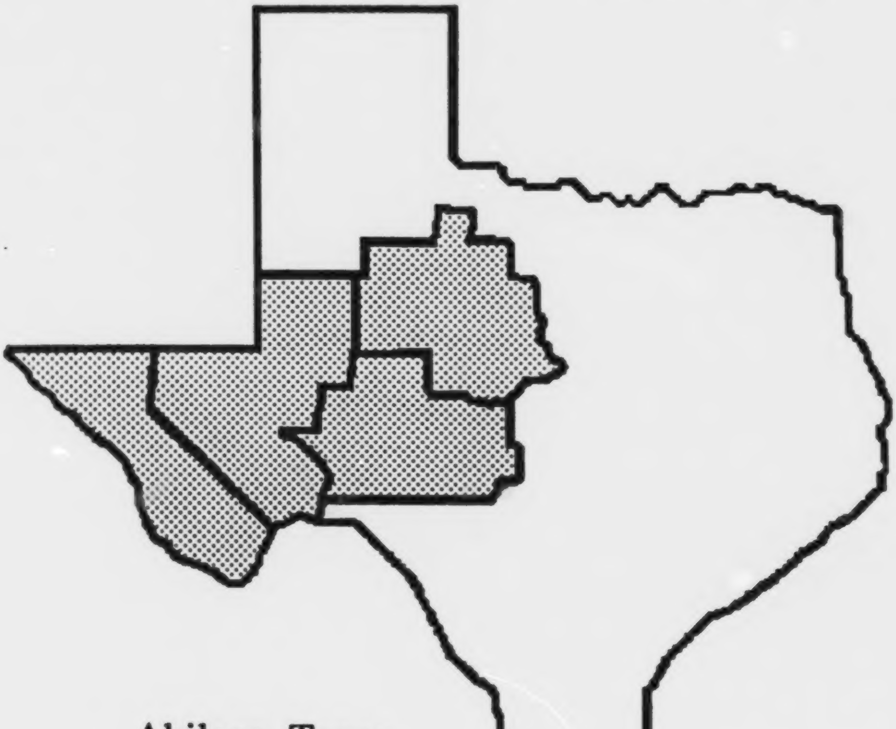
Overall assessment

Workshop evaluations were turned in by the participants, and analyses of the responses indicated extreme satisfaction with the workshop, with most sessions averaging a rating of four or better on scale of 1 to 5 (5 representing best). Additionally, comments from the participants were very positive, and indicated appreciation in terms of the quality, content, organization, and the effort that went into the workshop. Perhaps the most appreciated of all were the binders (notebooks) full of ready-to-use materials that each participant received. The participants left with good feelings and confidence on their levels of preparation to train others back in their local ISDs.

Additional information regarding the workshop, workshop materials, full evaluation report, or participant list can be found in the Abilene notebook "Applied Methodology and Tech-Prep."

APPLIED METHODOLOGY AND TECH-PREP WORKSHOP

Sponsored by the
Concho Valley Tech Prep Consortium,
Permian Basin Tech Prep Consortium,
Upper Rio Grande Valley Tech Prep Consortium,
West Central Texas Tech Prep Consortium,
and the
Tech Prep Professional Development Consortium of Texas



Abilene, Texas
June 21 and 22, 1993

Workshop Coordinators:
Dr. Donald L. Clark, Project Director
Tech-Prep Professional Development Consortium
Texas A&M University

Mr. Ron McQueen, Tech Prep Coordinator
Abilene Independent School District

APPLIED METHODOLOGY AND TECH PREP WORKSHOP

sponsored by
Concho Valley Tech Prep Consortium,
Permian Basin Tech Prep Consortium,
Upper Rio Grande Valley Tech Prep Consortium,
West Central Texas Tech Prep Consortium,
and the
Tech Prep Professional Development Consortium of Texas

Monday, June 21, 1993

"Don't Tell Me Why - Show Me How!"

8:00 - 9:00	am	Registration, coffee, juice and rolls at Abilene High School Cafeteria
9:00 - 9:15	am	Welcome and overview of conference, Don Clark, Project Director, Tech Prep Professional Development Consortium, Texas A&M University, Room 200
9:15 - 9:45	am	FROM THE INDUSTRIAL AGE TO THE INFORMATION AGE-- Dr. Jeri Pfeifer, Principal, Cooper High School, Abilene, TX
9:45 - 10:00	am	Break and move to action lab rooms Communications -- Room 203 Math -- Room 205 Science -- Room 125
10:00 - 12:00	am	Session I (Sectionals by content area) Communications -- Room 203 Math -- Room 205 Science -- Room 125
12:00 - 12:45	pm	Lunch in Cafeteria (Provided)
12:45 - 2:15	pm	Session II (Sectionals by content area) Communications -- Room 203 Math -- Room 205 Science -- Room 125
2:15 - 2:30	pm	Break
2:30 - 4:00	pm	Session III (Sectionals by content area) Communications -- Room 203 Math -- Wendell Nipper (President, Nipper Technical Education Company)-- Mathematics Software Computer Lab Room 613 Science -- Room 125
4:00	pm	End of Day One activities

(This activity is supported through a grant from a tri-agency partnership of the Texas Higher Education Coordinating Board, Texas Education Agency, and Texas Department of Commerce under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.)

APPLIED METHODOLOGY AND TECH PREP WORKSHOP

Tuesday, June 22, 1993

"Don't Tell Me Why - Show Me How!"

8:00 - 8:30	am	Coffee, juice, and rolls at Abilene High School Cafeteria
8:30 - 8:45	am	Move to action lab rooms Communications -- Computer Lab --LRC Math -- Room 205 Science -- Room 125
8:45 - 10:15	am	**Session IV (Sectionals by content area)** **Communications -- Room 203** **Math -- Room 205** **Science -- Room 125**
10:15 - 10:30	am	**Break**
10:30 - 12:00	am	**Session V (Sectionals by content area)** **Communications -- Room 203** **Math -- Room 205** **Science -- Room 125**
12:00 - 12:45	pm	Lunch in Cafeteria (Provided)
12:45 - 1:00	pm	Transfer to lab rooms
1:00 - 2:30	pm	Session VI (Sectionals by content area) Communications -- Room 203 Math -- Room 205 Science -- Room 125
2:30 - 2:45	pm	Break
2:45 - 4:00	pm	Transfer to Cafeteria Development of Action Plan Completion of Conference Evaluation Forms Goodbyes

Workshop Presenters:
Communications:
Lori Beale, Abilene ISD
David McCullough, Brownwood, ISD

Mathematics:
Kathy Dacy, Abilene ISD
Tonya Horner, Brownwood, ISD

Science:
Crystal Hughey, Brownwood, ISD
Nathan Nease, Abilene ISD

Computer Lab Proctor:
Sharon James, Abilene ISD

Building Coordinator:
Dub Pierce --Associate Principal, Abilene High School

Consortium Directors:
Concho Valley-- D'Arcy Poulson
Permian Basin-- Roxanne Pebley
Phil Huchton(Coordinator)
Upper Rio Grande Valley-- Pat Flanagan
West Central Texas-- Bill Daugherty

Conference Motel: Colonial Inn
Food Services: Abilene ISD

D10. Directors' Workshop on TENET, San Antonio

TENET

The Texas Education Network

Workshop conducted

at the

Tech-Prep Advisory Committee Meeting

San Antonio, Texas

September 1, 1992

by

TJ Mohammed

TECH-PREP PROFESSIONAL DEVELOPMENT CONSORTIUM
Educational Human Resource Development
Texas A&M University
College Station, Texas 77843-3256
Ph: 409-862-4100
Fax: 409-862-4103

TENET: THE TEXAS EDUCATION NETWORK

What it is

TENET is a computer network that emanates from the Texas Education Agency (TEA). The primary purpose of the network is to provide a forum through which K-12 educators can exchange information. However, other individuals or organizations affiliated in some way with K-12 education may also use the network.

What it entails

TENET allows users to send and receive messages through electronic mail, either from other TENET users, or from users on other computer networks around the world. It also allows users to exchange information through an electronic bulletin board system called "News and Conferences". In addition, users can download information from TEA and some other governmental agencies in Texas.

How to access TENET

Before you can access the TENET you need an account. Applications can be filled out on line, and the information that you supply will be used by the TENET administration to create the new account (as soon as the application is approved). It normally takes about three weeks to process new account applications.

Hardware & Software requirements

1. Hardware requirements for both IBM PCs and compatibles (PCs), and Macintoshes (Macs):

    a. You need a computer (Mac or PC)
    b. You need a telephone line
    c. You need a modem, preferably 2400 baud or better (Prices may range from about $60.00 to $200.00, or higher depending on speed and functions)

    Note: Not all modems are Mac compatible, so if you own a Mac, be sure to specify the exact type of modem that you need.

2. Software requirements

Modems generally come with their own communications software, therefore you may not need to purchase any. However, should you need to purchase some software, be sure to buy one of the more popular packages like Kermit or Procomm (both supported by TENET).

TENET Phone Numbers

The following list contains the TENET modem dial up numbers. Please call one of the following local modem pools if it is within your local calling area.

Austin	(512) 472-0602
Beaumont	(409) 832-1200
Brownsville	(512) 542-6295
Bryan/College Station	(409) 862-2577
Corpus Christi	(512) 994-8400
Dallas	(214) 918-9700
Edinburg/McAllen	(512) 318-3909
El Paso	(915) 747-5080
Ft. Worth/Arlington	(817) 795-2902
Galveston	(409) 763-2322
Houston	(713) 790-1441
Lubbock	(806) 741-0028
Midland	(915) 550-7216
Odessa	(915) 366-4307
San Antonio	(512) 615-8909
Tyler	(903) 877-2081

Outside these local dial areas, call toll-free: 1-800-258-3638.

Applying for new TENET accounts

Applications for TENET accounts can be filled out on-line, however you have a maximum of 15 minutes to complete the application before the system disconnects automatically. Therefore, you should have the following data ready before you log on:

1. the name (First, MI and Last) to be used for the account;
2. the social security number for the person responsible for the account;

3. billing address; and
4. the username that you would like to use on TENET.

Note: If someone else is already using an identical username on TENET, you will be assigned another username (hopefully something that you can remember).

To apply for a new TENET account, do the following:

1. Check the listing of the TENET modem dial-up numbers for a telephone number in your area. If none of the numbers listed is in your area, use the toll-free number provided.

2. Use your modem to dial up the number in your area. If you get through, you should get a TENET information screen similar to the following:

```
                              TENET
                  The Texas Education Network
                              *****
               Unauthorized use is prohibited by law

                 Type 'connect tenet' to get started

   If you need assistance please contact the help desk at (512) 471-2400
                  or via mail to helpdesk@tenet.edu

TENET-College-Station>
```

2. Type in **"connect tenet"** and press ***ENTER***. You will get the following "login screen":

```
Trying TENET (128.83.185.91)... Open

You are connected to Tenet, the Texas Education Network. Please sign
on with your user identification and password. The Tenet director is
Ms. Connie Stout.

If you wish to apply for an account with Tenet, sign on with the word
 "newuser" (in lower case, as shown) at the prompt.

login:
```

3. Type in "newuser" ***in lower case letters*** and press ENTER.

4. Read and follow the instructions given.

Logging onto TENET

1. After your account has been approved and activated, follow the steps outlined in the previous section "Applying for new TENET accounts" to the "login screen"..

2. Enter your assigned username and press ENTER.

3. Enter your password and Press ENTER.

Once the system recognizes your username and password, you will get the "Main Menu" screen that looks like the following:

```
                 The Texas Education Network
                          Main Menu

                1  Electronic Mail
                2  News and Conferences
                3  Internet Resources
                4  File Transfer
                5  Directory Assistance
                6  UNIX Commands
                7  Personal Configuration Options
                8  Special Information Services

          Enter Selection:
          Type q to logout, ? for help, p for previous menu, m for main menu
```

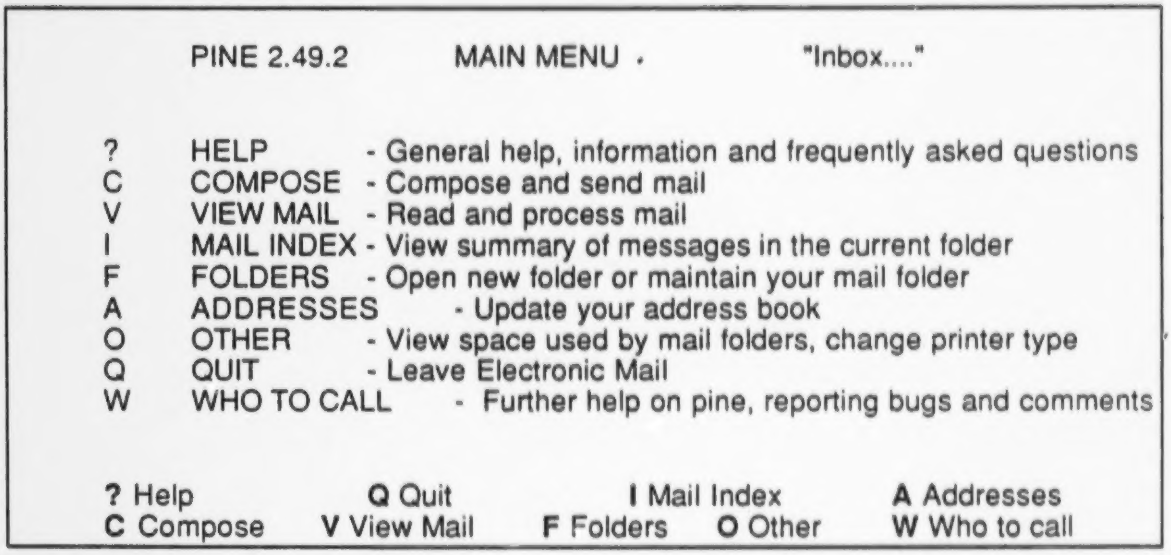
Note: The TENET system utilizes the bottom two lines of each screen for displaying information that can help you in that particular screen. Pay particular attention to the highlighted letters.

Sending Electronic Mail

a. Sending Messages

To send electronic mail message on TENET, do the following:

1. Select option #1 "Electronic Mail" from the Main Menu, and press ***ENTER.*** You will get the following screen:

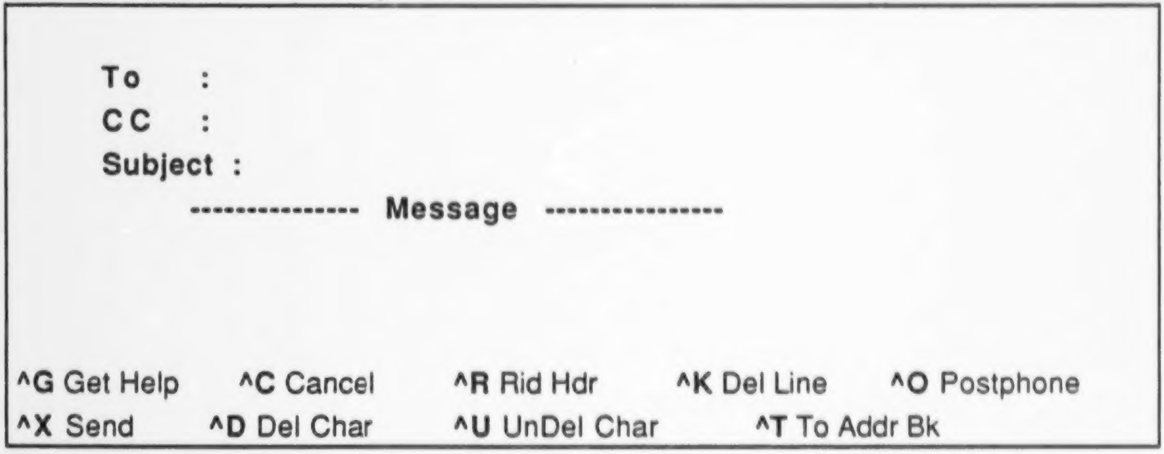


```
          PINE 2.49.2          MAIN MENU .           "Inbox...."

?         HELP          - General help, information and frequently asked questions
C         COMPOSE       - Compose and send mail
V         VIEW MAIL     - Read and process mail
I         MAIL INDEX    - View summary of messages in the current folder
F         FOLDERS       - Open new folder or maintain your mail folder
A         ADDRESSES             - Update your address book
O         OTHER         - View space used by mail folders, change printer type
Q         QUIT          - Leave Electronic Mail
W         WHO TO CALL           - Further help on pine, reporting bugs and comments

? Help            Q Quit               I Mail Index         A Addresses
C Compose     V View Mail      F Folders     O Other        W Who to call
```

2. Choose "C" to compose and send a message, and press ENTER. You will get the following screen:



```
To      :
CC      :
Subject :
        --------------- Message ----------------

^G Get Help     ^C Cancel      ^R Rid Hdr      ^K Del Line     ^O Postphone
^X Send       ^D Del Char      ^U UnDel Char          ^T To Addr Bk
```

3. Enter the E-mail address of the person you are writing to in the "TO" field and press ***ENTER***..

Note: (a) If the addressee is a TENET subscriber, all you need is the person's username, for example: "mohammed" (my user name).

(b) If the addressee is on another network, you will need the complete address including the username, for example:

"T0M9969@RIGEL.TAMU.EDU"

Where: "T0M9969" is the username, and
"RIGEL.TAMU.EDU" is the complete address.

4. If you would like to send copies of your message to other people, put their addresses in the "CC" field, otherwise press the ***ENTER*** key.

5. Enter the subject for your mail in the "Subject" field and press ***ENTER***.
   For Example: "Thought for the day"

6. Enter your mail text in the "Message" area. Note that the help keys at bottom of the screen change when you enter the "Message" area.

7. Press "**CTRL-X**" to send the message when you are done, or "**CTRL-C**" to cancel (if you change your mind).

Remember: (a) Look at the bottom of the screen for keys that can provide you with some assistance.
(b) You can always ask for HELP by typing the "**?**" (question mark), or by pressing "**CTRL-G**" keys simultaneously.
(c) You can obtain further assistance from the HELPDESK.

b. Sending Files

While you are in the "Mesage" area of the message composition screen, you can use existing files as the content of your message. To do this, simply press "**^ R**" for read file command, then supply the name of the file to be included.

Note: The file must already be on the TENET system. If you need to load a file from your computer, then follow the steps outlined in the "Uploading/Down loading" section of this document.

Reading Mail

To read your electronic mail, do the following:

1. Choose "V" for "VIEWing MAIL" from the Electronic Mail Menu and press **ENTER**. You will automatically go into the READ mode, with the first message displayed on the screen.

2. Use the SPACEBAR to advance to the next page(s), or other keys displayed at the bottom screen to move around the message.

3. Note the keys at the bottom of the screen. Choosing "O" will display additional keys to be used in this screen.

Replying a mail

You can reply any E-mail message by simply typing "R" for reply. The system will automatically extract the address from the current mail. If the original message was distributed to several people over the network, you will be asked whether you want your reply to be sent to all the recipients of the original message. If you choose "NO" only the originator of the message will receive the reply.

Forwarding mail

On TENET, messages can be forwarded to other people on the network. If you choose to forward your mail to other user(s), you will automatically be placed in the message composition screen. Enter the address(es) and follow the procedure outlined in the section on "Sending Electronic Mails".

Extracting/Saving Mails

If you like the contents of the message you just received, you could extract the message into a file. To do this. simply type "S" for save, or "E" for export, and follow directions. You will be prompted for a file name and other information.

Deleting Mail

To delete unwanted messages, simply press "D" while you in the "view mail" mode. This automatically marks the message for deletion at the end of your session. You will be prompted to confirm at the end of your session.

Tenet Help

On line help is available in every screen on TENET. Just type "**?**" or "**CTRL-G**" to bring up the help screen whenever you need some assistance. Help is generally provided on the particular topic you are currently dealing with.

Downloading and uploading information

TENET requirements:

The TENET system supports **Kermit** protocols, therefore your communications software should do the same in order to simplify sending and receiving information from the network. However, there is a way around this. If your setup does not support Kermit, you can still download information using log or capture file(s).

To download or upload a file from TENET, follow the following steps.

1. The file must exist on the TENET system.
2. Go the **Main Menu** screen. (Note: if you may have to enter "q" to quit if you are in one of the sub-menu screens)
3. Choose selection **#4, File transfer** and press the ***Enter*** key. You should get the following menu:

```
The Texas Education Network File Transfer Menu

1  Upload (send) file from your computer to TENET
2  Download (receive) file from TENET to your computer
3  Upload binary file from your computer to TENET
4  Download binary file from TENET to your computer
5  Public File Transfer Area-
```

4. Choose option 1 or 2 to download or upload text file(s) from/to your computer.
5. You will see one of the following prompts:

```
>Are you sure you want to send (upload) a file? [y/n]:
                        or
>Are you sure you want to receive (download) a file? [y/n]:
```

6. If you respond "Y" for "yes", you will see one of the following messages:

Escape back to your local Kermit and give a SEND command... (for uploads)

OR

Escape back to your local Kermit and give a RECEIVE command... (for downloads)

7. Do ONE of the following:
   a. If you are using Kermit with an IBM PC or clone:
      i. to escape to your local Kermit press the following keys simultaneously: **"ALT-X"**
      ii. at the Kermit prompt, type **RECEIVE** or **SEND** depending on whether you are downloading or uploading information.
      iii. After the transfer is complete type "C" to connect you back with the TENET host.

   B. If you are using MacKermit
      i. Choose SEND FILE (to upload) or RECEIVE FILE (to download) from the FILE menu on your Macintosh computer.
      ii. After the transfer is complete, you will be prompted to "press enter to continue", if not, choose FINISH under the "Remote" menu. This will shut down the remote Kermit, but keep connection with the remote computer.

TENET Bulletin Board: News & Conferences

TENET's electronic bulletin board is called "News & Conferences"-- option #2 on the Main Menu. To read a message, simply type the message number and press ENTER. Use the SPACEBAR to scroll through the message. If you like the contents of the message, and would like to send it to someone (like yourself), simply press "M" for mail, and supply the address.

Remember the following keys while in News & Conferences:

h - for help on News & Conferences

q - to quit News & Conferences, and return to the Main Menu

Other Computer Networks

TENET can also be accessed from other computer networks such as the THENET, INTERNET, BITNET, and several others. To access TENET from any of these networks use the TELNET protocol, i.e.:

```
TELNET TENET.EDU
```

This will take you to the TENET login screen, then follow logging instructions presented earlier.

POSSIBLE PROBLEMS

Call waiting interruptions

Call waiting interruptions can corrupt your data when sending (uploading) or receiving (downloading) files. To disable call waiting, dial "70#" before dialing the remote number. You can also add this to your dialing sequence, for example:

```
ATDT "70#,123-4567"
```

Where: 123-4567 is the phone number for the remote computer.

2. If you have any unresolved problems with the network you can get further assistance from the help desk at:

helpdesk@tenet.edu

****

APPENDIX E

STARLINK Tech-Prep Linkages Teleconference Report

STARLINK End-of-Project Report on

"Tech-Prep Linkages"

Submitted to

The Tech-Prep Professional Development Consortium

Texas A&M University

May 24, 1993

STARLINK End-of-Project Report on "Tech-Prep Linkages"

STARLINK and the Tech-Prep Professional Development Consortium Agreement

In a Memorandum of Agreement dated September 22, 1992, STARLINK and the Texas A&M University Tech-Prep Professional Development Consortium agreed that STARLINK would produce a Tech-Prep teleconference in February 1993 "based upon priorities established by the Consortium Advisory Committee and approved by the Operations Committee." The teleconference, "Tech-Prep Linkages," was produced on February 23, 7:30-9:00 AM, in the teleconference studio of KAMU, on the campus of Texas A&M University.

Description of Teleconference

Target Audience. The target audience was chief executive officers and other high-level managers/administrators of business, industry and education, including members of school boards and boards of trustees.

Desired Outcomes. The teleconference was designed to achieve three outcomes among the target audience.

1. to increase understanding of the efforts that are underway to develop the work force in Texas, especially the role of Tech Prep;

2. to increase understanding of the educational restructuring that is underway to develop the work force in Texas; and

3. to get stronger commitments to make Tech Prep work.

Content and Format. Through the use of taped segments, on-camera interviews, and a panel discussion, the teleconference provided information on what Tech-Prep is, how it links to other statewide initiatives such as Smart Jobs, the Skills Development Program, Quality Work Force Planning and Total Quality Management, and highlighted initiatives of specific Independent School Districts: the aquaculture program at Palatios and the C^3 (Community, Corporations, and Classrooms) Program at Ft. Worth. The teleconference agenda and names of on-camera presenters may be found on page 5 of the participant handout (Appendix 3 of this report).

The Teleconference Development Process

The planning of "Tech-Prep Linkages" occurred through discussions in four different forums: the Professional Development Consortium Advisory Committee, the Consortium Operations Committee, the Producer's Advisory Committee, and discussions with the Tech-Prep Directors at the state agencies responsible for implementing Tech Prep in Texas.

Consortium Advisory Committee. In the September 1992 meeting of the Consortium Advisory Committee in San Antonio, the Tech-Prep Directors identified several priorities that the scheduled teleconference might address. High among their priorities was the cultivation of stronger support for Tech Prep "at the top," i.e., among the executive ranks of education, government, and business and industry.

Operations Committee. Members of the Operations Committee reviewed the priorities identified by the Consortium Advisory Committee and decided that a teleconference targeting executives, managers, and top administrators would do the most to further the goals of Tech Prep.

Producer's Advisory Committee (PAC). Acting upon the charge of the Operations Committee, the PAC refined the basic idea for the teleconference and developed a comprehensive plan for a 1 1/2 hour teleconference, including recommendations for the overall format, appropriate presentations, and on-air panelists, presenters, and moderator. The names of those who served on the Producer's Advisory Committee can be found on page 5 of the participant handout, which is included as Appendix 3 of this report.

Discussion with Tri-Agency Tech-Prep Directors. The PAC-approved plan for the teleconference was submitted for review to the Tech-Prep Directors responsible for the statewide implementation of Tech Prep at the Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce. These three directors made suggestions that strengthened the core messages of the teleconference.

The teleconference producer, working closely with the Associate Director of the Professional Development Consortium, was responsible for translating the extensive input of ideas into a workable teleconference production.

Responsibilities of STARLINK, the Tech-Prep Professional Development Consortium, and KAMU

Producing "Tech-Prep Linkages" was a shared initiative of the Professional Development Consortium, STARLINK, and television station KAMU on the campus of Texas A&M University.

Professional Development Consortium Responsibilities. The Tech-Prep Professional Development Consortium Director and Associate Director were responsible for--

- selecting members to serve on a Producer's Advisory Committee (PAC) charged with specifying the content and guiding the design of the teleconference;
- participating in the PAC audio conferences;
- obtaining general consensus among Tech-Prep Directors on what the purpose of the teleconference should be;
- supporting the STARLINK teleconference producer in his efforts to translate the directions provided by the Tech-Prep Directors and PAC into a successful teleconference;
- arranging KAMU pre-production support;
- making arrangements with KAMU to produce the live teleconference in their studios, with the full support of its production crew and technical staff.

STARLINK Responsibilities. STARLINK was responsible for--

- providing a teleconference producer to oversee all aspects of the teleconference from the planning stages through final production;
- coordinating all teleconference plans with the Director and Associate Director of the Consortium;
- meeting with the advisory committee of the Tech-Prep professional development consortium;
- meeting with the Consortium Operations Committee to refine the general consensus of the Consortium Advisory Committee;
- conducting audio conferences of the PAC;
- developing a prospectus for the teleconference based upon guidelines provided by the PAC;
- developing a detailed teleconference design;
- obtaining commitments from the on-camera presenters and moderator recommended by the PAC;

- scheduling and supervising all pre-production activities (field taping, etc.)
- communicating with STARLINK receive sites in all matters related to the teleconference;
- communicating with the T-Star Network receive sites;
- writing scripts for pre-produced segments and on-air moderator with the assistance of the Associate Director of the Tech-Prep Professional Development Consortium;
- designing, producing, and distributing participant support materials to all receive sites;
- planning and managing the teleconference rehearsal;
- compiling evaluation data returned by on-site participants.

KAMU Responsibilities

KAMU was responsible for--

- providing television production facilities, crew and technical support for the rehearsal and live teleconference;
- providing satellite uplink and arranging transponder;
- producing pre-taped segments;
- developing graphics for presentations;
- producing opening and close.

Results: Participation and Evaluation

Number of Receive Sites. "Tech-Prep Linkages" was downlinked as a live event by a documented 39 institutions throughout Texas. It is highly probable that there were more downlink sites than the numbers above indicate. Data was not collected from institutions that downlinked the teleconference for taping purposes only. Also, in addition to all STARLINK receive sites and Tech-Prep consortia, all receive-sites in the T-Star network were informed of the teleconference. Prior to the live broadcast on the day of production, several of the T-Star sites called the "trouble number" seeking technical assistance in finding the appropriate satellite and transponder. Only one of the T-Star sites, however, returned evaluation data.

Institutions that downlinked the teleconference, as evidenced by the returned evaluation forms, are listed in Appendix 1.

Number of On-site Participants. The actual total number of participants in the live event at receive sites also cannot be definitively reported. The only data collected that indicates the size of the audience is the number of evaluation questionnaires that were returned by on-site participants. These evaluations were returned by a total of 364 participants at the documented 39 receive sites. The audience segment (board member, superintendent, president, etc.) to which each respondent belonged is shown in Appendix 2, "Participation and Evaluation Summary." Even if the audience were no larger than the 364 participants who returned evaluation forms, it would still be STARLINK's largest teleconference audience for the 1992-93 academic year.

Use of Tape of Teleconference. The Tech-Prep Consortia Directors reported that they have used the tape of the teleconference with audiences after the live event and that the teleconference is reaching considerably larger numbers via tape than it did as a live event. While requested to submit information on post-teleconference uses of the tape, none of the directors had provided that information at the time this report was written.

Specific teleconference segments, it has been reported, also have be used as stand-alone presentations. A segment on linkages among Tech Prep, Smart Jobs, the Skills Development Program, Quality Work Force Planning, and Total Quality Management has been particularly effective used alone.

Audience Response. The audience response to the teleconference was overwhelmingly positive: almost 95% responded that they were glad they attended the teleconference (evaluation statement 6). Over 90% of the respondents also indicated that the teleconference successfully achieved its desired outcomes, as indicated by responses to evaluation statements 3, 4 and 5). "Tech-Prep Linkages" was evaluated more highly than has been typical of other STARLINK teleconferences.

Appendix 2 summarizes how respondents rated each of the six evaluation statements on the evaluation questionnaire.

Factors Contributing to the Success of the Teleconference

The success of the teleconference surely derives, in no small measure, to two central factors: teamwork and singleness of purpose. STARLINK, the Professional Development Consortium, KAMU and the many advisors whose ideas were the basis of the teleconference established mutually supportive teamwork relationships that were committed to a single goal: to produce the best teleconference possible to support the Tech Prep initiative in Texas. Also, both STARLINK and KAMU went significantly beyond their contractual obligations to ensure the production of a high-quality teleconference.

Appendices:

- Appendix 1: List of Receive Sites
- Appendix 2: Participation & Evaluation Summary
- Appendix 3: Participant Support Materials

APPENDIX 1

Downlink for "TECH-PREP LINKAGES" - February 23, 1993

STARLINK Receive Sites

Region 1 - East Texas

Kilgore College (7)
Northeast Texas Community College (8)
Paris Junior College (7)
Texarkana College (1)
Tyler Junior College (6)
Panola Junior College (7)

Region 2 - Southeast Texas

Montgomery College (1)
College Mainland (6)
Houston Community College System (15)
Wharton Junior College (2)

Region 3 - South Texas

Bee County College (9)
Del Mar College (12)
Laredo Junior College (19)
San Antonio College (14)
Southwest Texas Junior College (11)
UT Brownsville (7)

Region 4 - North Texas

Collin County College (1)
Grayson County College (6)
Tarrant County Junior College (12)

Region 5 Central Texas

Central Texas College (21)
Austin Community College (7)
Temple Junior College (13)

Region 6 - Northwest Texas

Weatherford College (18)
Cisco Junior College (3)

Region 7 - West Texas

Howard College-Big Spring (7)
Midland College (7)
Odessa College (25)
South Plains-Levelland (1)
South Plains-Lubbock (13)
TSTC-Sweetwater (7)

Region 8 - Panhandle

Frank Phillips College (3)
TSTC-Amarillo (3)

Consortia

TX A&M Tech-Prep Professional Development Consortium (21)

Panhandle Tech-Prep Consortium (11)

Coastal Bend Consortium (21)

Golden Crescent Tech-Prep Consortium (15)

Concho Valley Tech-Prep Consortium (8)

North Texas Consortium (9)

T-Star Sites

Henrietta - (1)

Total all sites - 364

Numbers in parentheses indicate number of evaluations returned from each site.

Note: More T-Star sites downlinked the teleconference than is noted here, but they returned no evaluation questionnaires, so specific sites cannot be identified.

Appendix 2

Participation and Evaluation Summary

"Tech-Prep Linkages"

[illegible]	School Board Member
3	Member Board of Trustees
17	Manager in Business/Industry
13	Superintendent
19	Principal
25	Public School Teacher
22	Public School Counselor
2	President Community or Technical College
35	Vice President, Dean, or Director Community or Technical College
58	College Insructor
22	College Counselor
12	Government Worker
127	Other
364	Total evaluations returned

	Number Responded	1 Strongly Disagree	2 Disagree	3 Slightly Disagree	Sum of 1-3	4 Slightly Agree	5 Agree	6 Strongly Agree	Sum of 4-6
1. The time of day for the teleconference was appropriate.	361	21 *(5.8%)*	35 *(9.7%)*	37 *(10.2%)*	***93*** ***25.7%***	45 *(12.5%)*	158 *(43.8%)*	65 *(18%)*	***268*** ***74.3%***
2. Overall, the presentation of information was effective.	359	6 *(1.7%)*	8 *(2.2%)*	5 *(1.4%)*	***19*** ***5.3%***	32 *(8.9%)*	201 *(56%)*	107 *(29.8%)*	***340*** ***93.8%***
3. I know more about Tech Prep than I did before attending the conference.	355	12 *(3.4%)*	7 *(2%)*	15 *(4.2%)*	***34*** ***9.6%***	70 *(19.8%)*	138 *(38.9%)*	113 *(31.8%)*	***321*** ***90.5%***
4. Having participated in the teleconference I now have a better understanding of Tech Prep linkages among business, government, and education.	364	8 *(2.2%)*	7 *(1.9%)*	11 *(3%)*	***26*** ***7.1%***	67 *(18.4%)*	167 *(45.8%)*	104 *(28.6%)*	***338*** ***92.8%***
5. After attending this teleconference, I will be more supportive of the Tech-Prep initiative.	352	9 *(2.6%)*	5 *(1.4%)*	8 *(2.3%)*	***22*** ***6.3%***	48 *(13.6%)*	134 *(38%)*	148 *(42%)*	***330*** ***93.6%***
6. I am glad I attended this teleconference.	351	9 *(2.6%)*	2 *(.6%)*	8 *(2.3%)*	***19*** ***5.5%***	28 *(8%)*	137 *(39%)*	167 *(47.6%)*	***332*** ***94.6%***

APPENDIX 3

STARLINK and Texas A&M University

present

Tech-Prep Linkages

**A teleconference about connections
essential to the success of work force development
and educational restructuring**

February 23, 1993

This teleconference is an activity of Texas A&M University's Tech-Prep Professional Development Consortium, which is supported by Tech-Prep Consortia in every region of Texas. It is funded by a Carl Perkins Grant to Texas A&M University through the Texas Higher Education Coordinating Board, Texas Education Agency, and the Texas Department of Commerce.

Contents

Agenda 2

Call-in Instructions 3

On-Camera Participants 4

Producer's Advisory Committee 5

Information Sheets

- Tech Prep 6
- Smart Jobs Plan 7
- Quality Work Force Planning (QWFP) 8
- Texas Skills Development Program 9
- Job Training Partnership Act 10
- Tech Prep and JTPA (JTPA) 11
- Total Quality Management (TQM) 12
- SCANS Competencies 13

Background on the Tech-Prep Professional Project and STARLINK 14

Teleconference Tape Order Form 15

Teleconference Evaluation Form 16

Tech-Prep Linkages

Agenda

Teleconference Overview

"Tech Prep" (Videotape produced by Austin Community College)

Review of Tech-Prep Basics

J.R. Cummings (message on tape)
Executive Deputy Commissioner for Programs & Instruction, Texas Education Agency

"Linkages" (videotape)

Palacios Tech-Prep Program
    Videotape
    Interview & call-in

TQM: Walk-the-Talk Classroom Model (videotape)

Dr. Kenneth Ashworth (message on tape)
Commissioner of Education, Texas Higher Education Coordinating Board

Panel Discussion
    Carrie Nelson, Texas Higher Education Coordinating Board
    Robin Roberts, Governor's Office, Education Policy
    Lee West, Criminal Justice Tech-Prep Student, Port Neches-Groves High School
    Sam Zigrossi, Manager Skills Dynamics Corp.

Call-in to panel

Ft. Worth C^3 (Community, Corporations and Classrooms) Program (tape & interview)

Cathy Bonner (message on tape)
Executive Director, Texas Department of Commerce

Summary

Thanks to Tandy Corporation for underwriting the live interview in the Ft. Worth C^3 segment of the program.

Call-in Instructions

There will be opportunities during the teleconference for you to call-in questions to on-camera participants.

The number to call is--

800-733-5268

If the line is busy when you call, please try again.

Your call will be answered by the teleconference operator, who will ask for your name and site. You will then be put on hold. While on hold, you will hear the teleconference through the telephone. Stay on line so we can communicate with you.

If your call gets disconnected, please try again.

There will be a time delay between what you hear over the telephone and what you may hear over the audio speakers at your site. This is normal. Concentrate on what you hear over the telephone.

Your call will be put on air live. When prompted by the moderator, give your name and site, and then ask your question clearly and succinctly. Please remain on the line until you are certain that the moderator understands your question.

On-Camera Teleconference Participants

Moderator:

John Stevens
Executive Director
Texas Business/Education Coalition

Tri-Agency Taped Messages:

Dr. J.R. Cummings
Executive Deputy Commissioner for Programs & Instruction,
Texas Education Agency

Dr. Kenneth Ashworth
Commissioner of Higher Education
Texas Higher Education Coordinating Board

Cathy Bonner
Executive Director
Texas Department of Commerce

Panelists:

Dr. Carrie Nelson
Tech-Prep Program Director
Texas Higher Education
Coordinating Board

Robin Roberts
Education Policy Staff Member
Governor's Office

Lee West
Criminal Justice Tech-Prep Student
Port Neches-Groves High School

Sam Zigrossi
Regional Manager
Skills Dynamics Corp., an IBM
Co.

Palacios Tech-Prep Spokespersons:

Rudy Okruhlik
Superintendent
Palacios ISD

Erwin Janszen
Aquaculture Instructor

Thomas Holsworth
Chairman, Matagorda County
Navigation District No. 1

Total Quality Management:

David Leigh
Project Director
TQM/Tech Prep
Temple Junior College

C^3 Spokespersons:

Dr. Bettie Herring
Director Adult & Vocational Education
Ft. Worth ISD

Dr. Gary Standridge
Director of Research,
Evaluation & Development
Ft. Worth ISD

Producer's Advisory Committee

This teleconference has been produced under the guidance of a Producer's Advisory Committee (PAC) that determined the overall goals, format, and content of the teleconference. The PAC consisted of these members:

Pat Flanagan
Tech-Prep Director
Upper Rio Grande Valley Tech-Prep Consortium

Art Lacy
Group Education Manager
Texas Instruments, Dallas

David Leigh
Director TQM Curriculum Development Project
Temple Junior College

George Matott
Associate Project Director
Tech-Prep Professional Development Consortium

M.C. McGee
Tech-Prep Director
North Texas Tech-Prep Consortium

Carrie Nelson
Tech-Prep Program Director
Texas Higher Education Coordinating Board

with additional input from--

Pat Lindley
Director, Tech Prep
Texas Education Agency

Robin Robertson
Education Policy Staff Member
Governor's Office

Gina Starr
Tech-Prep Planner
Texas Department of Commerce

Tech Prep

The Tech Prep System is a national initiative to develop a work force delivery system that links students to high-wage jobs and provides them with the academic credentials for higher education. It is considered by many to be the heart of educational restructuring.

The Tech-Prep System includes --

- counseling on pathways to high-priority occupations through an articulated educational program leading to an associate degree and advanced skills certificate or apprenticeship certificate;
- comprehensive consortium partnerships among education, business, industry, labor, community-based organizations, and government;
- curriculum development for high priority occupations, with emphasis upon mathematics, science, communication and technical competencies;
- instruction in the context of work-based applications, including work-site training;
- professional development that stresses high performance for public school and higher education academic and technical teachers, counselors and administrators;
- creation of public awareness about today's best career options;
- rigorous evaluation of educational and economic outcomes.

Tech Prep is being implemented in Texas through the tri-agency leadership of the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce, working with 25 Tech-Prep Consortia, which includes the entire state. Implementation of Tech-Prep is an evolutionary process involving the phases of planning, implementation, evaluation, and reporting/refinement.

Smart Jobs Plan

Mission: For every Texan to have the opportunity for a high skill, high wage job in a high performance work organization that exists in an internationally competitive state (Texas).

The Smart Jobs Plan will be accomplished by--

- Promoting the vision of a world class, internationally competitive work force for Texas
- Building support for and ensuring proper coordination of current statewide systems and initiatives which support the high skill, high wage strategy
- Facilitating business/governmental partnerships
- Developing integrated delivery of services related to work force development
- Meeting "customer" needs of all Texans who need training, education, or full employment through school-to-work transition programs, prison-to-work transition programs, and through the maximum use of the education system's capacity
- Setting skill standards required by high skill industries and occupations
- Investigating state-of-the-art curricula and related research and development
- Evaluating performance measures submitted by state agencies in the strategic planning and performance based budgeting process

Regional Planning for a Quality Work Force in Texas

Quality Work Force Planning is a partnership established among employers, educators, and training providers in a region to develop a skilled and educated work force to enhance Texas' economic development and its ability to compete in a global economy. Quality Work Force Planning Committees were formed throughout Texas to--

- analyze regional job opportunities and related education and training needs;
- identify regional priorities for vocational/technical education and training programs;
- develop regional service delivery plans that address vocational/technical education and training program priorities.

Support comes from a state tri-agency partnership which includes the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce.

The Quality Work Force Planning Committees are comprised equally of representation from--

- educational institutions, training providers, and public agencies (50%), and
- employers from business and industry, labor representatives and economic development organizations (50%).

The Committee will provide a broad-based, inclusive planning forum to--

- address the needs of employers for a skilled and educated work force;
- address the needs of students, including members of special population groups, for vocational/technical education and training programs based on labor market needs to ensure them expanded educational and occupational opportunities;
- promote the partnerships that provide student career paths and that facilitate transitions to the workplace;
- improve communication with the region among--

  - education and training providers and employers and

  - economic development organizations.

Texas Skills Development Program

What is it?

- Initiative to ensure that Texas workers have the necessary skills to compete in a global economy and a "stamp of approval" recognized by business and industry
- Program that will provide a means for business and industry to announce and disseminate its standards to education and training providers and a means for workers to be voluntarily certified by business and industry

What's to be done?

- Accelerate the process for developing education and training curricula that address business/industry requirements for applied academic skills, core work place skills, and occupational skills that are benchmarked to world standards.
- "Socialize" the issue and build consensus on the need for skill standards and industry certifications; demonstrate the relationship of standards and certifications to the competitive advantage of workers and economic competitiveness.
- Link with national skill standard initiatives and state industry, labor, and professional and technical associations that have systems of standards and certifications in place.
- Work with all stakeholders; it can't be done alone.

What's the strategy?

Work with state and local education, training and employment partners to put the process on the fast track by developing a statewide model project where--

- existing standards will be identified and competency-based curricula and assessment instruments will be developed based on initial and advanced mastery and will incorporate industry standards including SCANS skills;
- the curricula and assessment instruments will be passed on to Private Industry Councils and Quality Work Force Planning Committees for regional validation and dissemination to education and training providers.

Job Training Partnership Act (JTPA)

Purpose:

To prepare youth and adults facing serious barriers to employment for participation in the labor force by providing job training and other services resulting in increased employment, earnings, and educational/occupational skills and decreased welfare dependency, thereby improving the quality of the work force and enhancing the productivity and competitiveness of the Nation.

Background:

- JTPA was authorized by Congress in 1982, followed by the Job Training Reform Amendments of 1992. The U.S. Department of Labor (DOL) gives oversight of these funds to the Governor of each state.
- The State Job Training Coordinating Council (SJTCC) recommends JTPA policy and acts as an advisory body to the Governor on employment and job training issues. The SJTCC is appointed by the Governor and is represented by business, industry, government, labor, and community-based organizations.
- 35 Service Delivery Areas (SDAs), administered by the Texas Department of Commerce, plan and operate programs with JTPA funds on the basis of local labor market needs.
- The Private Industry Council (PIC), in partnership with local chief elected officials, is the local approval authority for each SDA.
- PIC membership comes from the private business sectors (51%) with the balance from labor, education, public agencies, and community-based organizations.
- Coordination between agencies operating JTPA programs and other agencies is a requirement in the Act. **Services are designed to meet the needs of the educationally and economically disadvantaged participant.**

Tech Prep and JTPA

- Coordination of Tech Prep and JTPA is mandated. In 1992, eight Service Delivery Areas participated in Tech-Prep/JTPA Enhancement Grant Projects funded from JTPA resources to define models for coordination.

- Tech Prep is multiple entry/multiple exit and is a graduation plan that can be entered into as early as the 9th grade with no "top end" age limits. Therefore, Tech Prep can serve both youth and adults as JTPA participants.

- "Bridging" programs are necessary for some JTPA participants to enter Tech-Prep programs. Bridging programs are pathways of study to accelerate the JTPA participant in areas of educational deficiencies such as math, science, and English. Tech Prep includes these "bridges."

- JTPA may provide support services, such as child care and transportation, that are vital for the success of a Tech-Prep participant.

- JTPA and Tech Prep are mutually supportive through their inclusion of work-site experience for their participants.

- The JTPA staff and the Private Industry Councils are valuable Tech Prep partners in each community. They assist in the design of programs, disseminating information, and maintaining positive public relations.

Total Quality Management

Cornerstones of TQM:

- Commitment to customer satisfaction
- Commitment to continuous improvement
- Empowered employees
- Teamwork

TQM "Walk the Talk" Classroom Model:

- Determine and live under a set of class "values".
- Identify customers and measure their satisfaction.
- Work as members of teams.
- Define and measure class quality.
- Focus on key measurements of class progress and stress continuous improvement
- Obtain and use problem solving and decision making skills

SCANS Skills and Competencies

"WALK THE TALK" MODEL

FOUNDATION SKILLS: **COMPETENT WORKERS IN THE HIGH-PERFORMANCE WORKPLACE NEED:**

- ○ BASIC SKILLS:
  - READING
  - WRITING
  - ARITHMETIC & MATHEMATICS
  - SPEAKING
  - LISTENING
- ○ THINKING SKILLS: THE ABILITY TO...
  - LEARN
  - X REASON
  - X THINK CREATIVELY
  - X MAKE DECISIONS
  - X SOLVE PROBLEMS
- ○ PERSONAL QUALITIES:
  - X INDIVIDUAL RESPONSIBILITY
  - SELF-ESTEEM & SELF-MANAGEMENT
  - X SOCIABILITY
  - INTEGRITY

WORKPLACE COMPETENCIES: **EFFECTIVE WORKERS CAN PRODUCTIVELY USE:**

- ○ RESOURCES: THEY KNOW HOW TO ALLOCATE...
  - TIME
  - MONEY
  - MATERIALS
  - SPACE
  - STAFF
- ○ INTERPERSONAL SKILLS: THEY CAN...
  - X WORK ON TEAMS
  - X TEACH OTHERS
  - X SERVE CUSTOMERS
  - X LEAD
  - X NEGOTIATE
  - X WORK WELL WITH PEOPLE FROM CULTURALLY DIVERSE BACKGROUNDS
- ○ INFORMATION: THEY CAN...
  - X ACQUIRE AND EVALUATE DATA
  - ORGANIZE AND MAINTAIN FILES
  - X INTERPRET AND COMMUNICATE
  - USE COMPUTERS TO PROCESS INFORMATION
- ○ SYSTEMS: THEY...
  - UNDERSTAND SOCIAL, ORGANIZATIONAL, AND TECHNOLOGICAL SYSTEMS
  - CAN MONITOR AND CORRECT THE PERFORMANCE OF SYSTEMS
  - CAN DESIGN OR IMPROVE SYSTEMS
- ○ TECHNOLOGY: THEY CAN...
  - SELECT EQUIPMENT AND TOOLS
  - APPLY TECHNOLOGY TO SPECIFIC TASKS

Tech-Prep Professional Development Project

The Tech-Prep Professional Development Consortium of Texas is a statewide consortium providing professional development activities that supplement and complement those being done within each of the local Tech-Prep Consortia to assist in the full implementation of the Tech-Prep initiative in Texas. Membership in this consortium includes each of the twenty-five Tri-Agency funded Tech-Prep Consortia and four support units: the Principals' Center, STARLINK, the Texas Alliance for Science, Technology and Mathematics Education, and the Texas Association of Post-Secondary Occupational Education Administrators. Texas A&M University serves as the fiscal agent for this federally funded project granted by the Texas Higher Education Coordinating Board, the Texas Education Agency, and the Texas Department of Commerce.

STARLINK

STARLINK is a statewide video teleconference network that produces and distributes programming to benefit diverse Texas audiences. As a cooperative enterprise among Texas community and technical colleges, STARLINK maximizes the use of existing telecommunications systems to serve higher education, state agencies, and other public entities. It is supported by member institutions and state funds through the Texas Higher Education Coordinating Board, and it is co-managed by Austin Community College and the Dallas County Community College District on behalf of its member institutions and the public institutions it serves.

Teleconference Tape Order Form

Videotapes of this teleconference are available for $10 each.

To purchase a tape, please complete the form below and return it with a $10 check or money order to:

Tech-Prep Professional Development Consortium
Educational HRD
602 Harrington Tower
Texas A&M University
College Station, Texas 77843-3256

Checks and money orders can be made out to Educational HRD. (No purchase orders please!) A copy of this form will suffice as an invoice.

. . . .

Tech-Prep Linkages

Name: ______________________________

Address: ______________________________

____

____

Signature: ______________________________

Date: ______________________________

Quantity Ordered: ______________

Total Amount Due: __________ x $10 = ______________
Quantity

STARLINK TELECONFERENCE EVALUATION

Tech-Prep Linkages

My current position is-- (check all that apply)

____ 1. School Board Member
____ 2. Member Board of Trustees
____ 3. Manager in Business/Industry
____ 4. Superintendent
____ 5. Principal
____ 6. Public school teacher
____ 7. Public school counselor
____ 8. President Community or Technical College
____ 9. Vice President, Dean, or Director Community or Technical College
____ 10. College instructor
____ 11. College counselor
____ 12. Government worker
____ 13. Other:________________________________

Please indicate your agreement with each of the statements below by circling a number 1-6. Refer to this scale:

1 = Strongly disagree
2 = Disagree
3 = Slightly disagree
4 = Slightly agree
5 = Agree
6 = Strongly agree

1. The time of day for the teleconference was appropriate. 1 2 3 4 5 6

2. Overall, the presentation of information was effective. 1 2 3 4 5 6

3. I know more about Tech Prep than I did before attending the teleconference. 1 2 3 4 5 6

4. Having participated in the teleconference I now have a better understanding of Tech Prep linkages among business, government, and education. 1 2 3 4 5 6

5. After attending this teleconference, I will be more supportive of the Tech-Prep initiative. 1 2 3 4 5 6

6. I am glad I attended this teleconference. 1 2 3 4 5 6

What Tech-Prep or other topics might be appropriate for other teleconferences such as this one? Write your suggestions here:

Please write other comments on the reverse side.

APPENDIX F

Teacher education Grants.

F1. University of Texas at Tyler

F2. Texas Tech University, Lubbock

F3. West Texas A&M University, Canyon

F1. University of Texas at Tyler

Year One Report
Tech Prep Educational Planning Grant

A Project to Prepare Pre-service Teachers to Infuse Tech-Prep Concepts into the Academic Curriculum

Submitted to:
Dr. Donald L. Clark, Director
Tech-Prep Professional Development Consortium
Texas A&M University
College Station, Texas

Submitted by:
Tommy Gilbreath
Department of Technology
The University of Texas at Tyler
Tyler, Texas
July 15, 1993

A Project to Prepare Pre-service Teachers to Infuse Tech-Prep Concepts into the Academic Curriculum

This project had at its core the indoctrination and preparation of professors of education so that they would be able to prepare prospective teachers in the basic concepts of tech prep. This was to be accomplished by preparing a curriculum guide and teaching materials to be used in a professional development class at the undergraduate level for the professor to use. In this project, the materials were field tested by the principal investigator with the idea of revising the materials to suit the professor involved.

In addition to the preparation of these materials, the professor involved in the project was to attend at least one project and visit at least one tech prep site. Due to time constraints, the workshop was not attended and the visit was not made.

The preparation of the curriculum guide and the accompanying teaching materials was accomplished by the principal investigator getting assistance from an advisory commitee, by visiting tech prep sites, attending a tech prep workshop, and by utilizing a wide range of materials provided by regional tech prep consortia and from commercial sources.

The presentation of the material to an undergraduate teacher preparation class provided a great deal of insight regarding the validity of the concept and what needed yet to be done in terms of helping the students understand the concept of integrating everyday examples into academic curriculums. The principal investigator learned that the prospective teachers were very much in favor of the concept of tech prep. They were intrigued by the prospect of a restructuring of the curriculum that would help students gain educational and career goals and help them re-establish interest in school.

The participants in the class were given an assignment of writing a lesson plan that was to include an example of integrating real world examples in a math, science, social studies, or language arts classs. They had great difficulty in the assignment because they did not have the background or insight to accomplish the goal. This shortcoming pointed out the need for prospective teachers to have practical instruction about the integration of practical examples in the academic classroom if they are to be successful in a tech prep situation or for that matter, any academic class.

A Project to Prepare Pre-service Teachers to Infuse Tech Prep Concepts into the Academic Curriculum

Objective 1. Develop an advisory committee for the project.

Timeline: January 15, 1993

Measurement: Have advisory committee in place.

Status: Dr. John Fabac, Director of Quality Work Force Planning at UT Tyler; Ms. Doris Sharp, Director, East Texas Tech Prep Consortium; and Ms. Mary Hendrix, Director, East Texas Development and Training Center, East Texas State University, are serving as advisors for this project and all have provided guidance and information for the project.

Comments: The advisory committee provided a great deal of valuable information and suggestions for the improvement of the suggested curriculum. They also provided resources that will prove to be valuable in the search for materials to support the curriculum.

Objective 2. Determine the teacher training course in which tech prep content will be included.

Timeline: January 15, 1993

Measurement: Have approval from Chair, Department of Curriculum and Instruction, The University of Texas at Tyler, for implementing tech prep concepts in pre-service professional development courses.

Status: Approval was given by Dr. Vivian Hicks, Chair, Department of Curriculum and Instruction, The University of Texas at Tyler, to work with Dr. Larry Krause, Professor of Education, to provide instruction and exposure for him to become familiar with tech prep concepts. This process was to include travel for the professor to tech prep sites to visit with teachers and administrators and to see how the process worked under different configurations.

Additionally, the principal researcher conducted two class sessions of instruction (two and one-half clock hours) in SSED 4320, "Teaching Skills for Secondary Teachers" (thirty-five students) in April 1993 as a pilot project to develop teaching materials and a curriculum guide for presentation to future pre-service teachers in this or other education courses to infuse tech prep concepts into teacher preparation classes.

Comments: The professor was unable to make visits to different tech prep sites because of time constraints, but he did express strong support for the concept and a willingness to teach the unit in future classes.

The principal researcher did travel to different tech prep sites to gather information about the programs. This information was integrated into the teaching units as well as the teaching materials provided with this project.

Objective 3. Identify tech prep concepts to be included in project deliverables.

Timeline: March 8, 1993

Measurement: Have the concepts ready to present to a pre-service teacher education class.

Status: The concepts and the process for conveying them to pre-service teachers were developed and included in the lesson to be delivered in Objective 2. The development of these concepts required travel to tech prep sites to gather information and feedback about what things were working well and what things need to be changed in the schools.

Comments: The principal researcher found that school districts were embracing the concept of tech prep and they were making provision to implement tech prep concepts into the school curriculum. In some cases, the integration of practical application was less than it should be, but the effort was being made to improve the integration process.

Objective 4. Develop tech prep teaching guide and instructional materials for pre-service teachers to be included in the course identified in Objective 2.

Timeline: April 1, 1993

Measurement: Have teaching guides ready.

Status: The teaching guide was derived from information gathered from a variety of sources--from experience resulting from field visits, the informal feedback from pre-service teachers and from advisory committee members. Groundwork for the preparation of these materials was laid by visits to tech prep sites and these materials were used when the class referenced in Objective 2 was taught.

Objective 5. Conduct classes for pre-service teachers in SSED 4310 "Teaching Skills for Secondary Teachers."

Timeline: March 15-17, 1993

Measurement: Curriculum materials integrated into professional development classes.

Status: The pilot class which consisted of two and one-half hours of instruction and discussion was presented to students in the above named class during the spring of 1993. This unit will be refined either as a seminar presented by an outside agent or as an integral part of the course taught by the assigned professor.

Comments: The class responded positively to the unit as is evidenced by the comments provided in Appendix A of this report. The response also provided some insight as to ways the material should be changed to include more pertinent material in the time frame available. The presenter stayed with the curriculum schedule during the first class period, but in the second session, he asked whether there were any factors about tech prep which the students wanted to discuss. There were. The entire second session was spent discussing tech prep, its implications, its limitations, and its implementation. The discussion was very valuable, but the discussion of how to integrate real-world examples into academic subjects was not pursued to any significant degree because of the time limitation.

The students in the class were given an assignment to write a lesson on the subject of their choice that would integrate practical applications in the teaching of an academic subject. The results of this process showed that the students had little knowledge about how to include practical applications of academic material into different subjects. A concerted effort must be made to teach methods of integrating curriculum materials.

Objective 6. Present interim report to the Tech Prep Statewide Professional Development Consortium.

Timeline: July 15, 1993

Measurement: Interim report presented to Consortium.

Status: This report represents the completion of this objective.

Objective 7. Gather feedback, develop revisions, and prepare a final report and sample materials for the Consortium.

Timeline: June 1, 1994

Measurement: Report is accepted by the Consortium.

Status: This report describes the status of the project to date.

Appendix A

Evaluation Form and Results from Lessons Presented in SSED 4310 "Teaching Skills for Secondary Teachers"

The University of Texas at Tyler
Dept of C&I

SSED 4320
Teaching Skills for
Secondary Teachers

Tech Prep Evaluation

Please respond to the following items relating to the two class sessions on tech prep by marking an "X" in the appropriate space.

Mark 5 if you strongly agree, 4 if you agree somewhat, 3 if you are neutral or if you have no answer, 2 if you disagree somewhat and 1 if you disagree strongly.

STRONGLY AGREE
AGREE SOMEWHAT
NEUTRAL
DISAGREE SOMEWHAT
STRONGLY DISAGREE

After you have makred each item, please provide some comments about any of the tech prep concepts covered.

	1	2	3	4	5
1. My impression is that tech prep is a valuable concept.	☐	☐	☐	☐	☐
2. I believe teaching subjects with applied applications is an improvement over traditional teaching methods.	☐	☐	☐	☐	☐
3. I believe education should be restructured from its current status to provide a track for the non-college prep student.	☐	☐	☐	☐	☐
4. Tech prep seems to be an emerging trend that will reshape secondary education in the future.	☐	☐	☐	☐	☐
5. I believe tech prep is a good start in solving a major problem in our public schools.	☐	☐	☐	☐	☐
6. I believe the use of technology of the 21st century will require a different approach to learning as compared to traditional methods.	☐	☐	☐	☐	☐
7. The current emphasis on technology coupled with a more rigorous academic requirements will provide greater opportunities for both non-college bound students as well as college-prep students.	☐	☐	☐	☐	☐

STRONGLY AGREE
AGREE SOMEWHAT
NEUTRAL
DISAGREE SOMEWHAT
STRONGLY DISAGREE

	1	2	3	4	5
8. Teambuilding is crucial to the success of a tech prep program.	☐	☐	☐	☐	☐
9. I would be interested in working with vocational teachers and academic teachers in implementing a tech prep program.	☐	☐	☐	☐	☐
10. The amount of time spent on each topic in the two sessions was adequate to give me a good understanding of the topic.	☐	☐	☐	☐	☐
11. The instructor's style of teaching this subject was suitable for my style of learning.	☐	☐	☐	☐	☐
12. The objectives for these lessons were made clear.	☐	☐	☐	☐	☐
13. The instructor was well prepared for each class.	☐	☐	☐	☐	☐
14. The scope of the material covered was adequate for my understanding.	☐	☐	☐	☐	☐
15. The instructor accomplished his objectives in these lessons.	☐	☐	☐	☐	☐

Comments:

Evaluation Results

Responses of "Strongly Agree" or "Agree Somewhat" are indicated by percentages at the end of each item.

1. My impression is that tech prep is a valuable concept. 91%

2. I believe teaching subjects with applied applications is an improvement over traditional teaching methods. 71%

3. I believe education should be restructured from its current status to provide a track for the non-college prep student. 91%

4. Tech prep seems to be an emerging trend that will reshape secondary education in the future. 81%

5. I believe tech prep is a good start in solving a major problem in our public schools. 83%

6. I believe the use of technology of the 21st century will require a different approach to learning as compared to traditional methods. 95%

7. The current emphasis on technology coupled with a more rigorous academic requirements will provide greater opportunities for both non-college bound students as well as college-prep students. 96%

8. Teambuilding is crucial to the success of a tech prep program. 100%

9. I would be interested in working with vocational teachers and academic teachers in implementing a tech prep program. 80%

10. The amount of time spent on each topic in the two sessions was adequate to give me a good understanding of the topic. 65%

11. The instructor's style of teaching this subject was suitable for my style of learning. 64%

12. The objectives for these lessons were made clear. 86%

13. The instructor was well prepared for each class. 91%

14. The scope of the material covered was adequate for my understanding. 77%

15. The instructor accomplished his objectives in these lessons. 77%

Comments from Tech Prep Evaluation
SSED 4320-Teaching Skills for Secondary Teachers
March 18, 1993

This seems like a great program for those kids not going to college. If there are no below level classes, what do you do with the special education kids?

Tech prep appears to answer some of the problems of today's education systems' participants. I still have a lot of questions about practical application.

I felt this presentation did not explain how tech prep could be implemented in different subject areas. Math was the only example used. Not enough information was given to explain how work applications apply to the sample lesson plan.

I hope you get your tech prep program, but I will be teaching only to college bound students, so this was a good presentation of material for non-college bound students.

The only thing I am unsure of is how specifically this differentiates from traditional vocational classes and if once a student is in a tech prep program, that is the only curriculum he participates in.

I'm worried that tech prep will take away or de-emphasize the importance of liberal arts within a curriculum. I can also see how some parents may think that tech prep is an effort to only benefit the non-college bound students.

Three class sessions would have been appropriate for the amount of information plus discussion on tech prep. Tech prep is needed--desperately needed--in public schools today and I hope that ISD's take hold of the opportunity quickly.

Tech prep will be a valuable new trend to the schools if the teambuilding concept works.

I feel as though "tech prep" should have been defined more clearly when the presentation was started (in the introduction) because I went through 1/2 of the first day not knowing exactly what "tech prep" was.

After listening to the lecture I understood the need for implementing tech prep into school nowadays and the importance of team-building. But I am confused as to how I would implement this in the academic area such as English or history. I could see coordinating this in a math or computer science class. It seemed this was just another concept for vocational school.

Needed more time to go over the material to get a better understanding of the material. Personally, I am very interested in tech prep.

All the wonderful innovations in teaching are still not going to remedy the "bottom-line" problem we have in our public school system. Any valid program will benefit the same group of children-the one's whose support structure--i.e., family--is intact. The others will always be hit and miss in terms of success. Money, programs, and brilliant ideas will always fail with these kids.

We needed more time to discuss this wonderful educational concept and more time to hear Dr. Gilbreath's information. Since I plan to teach English as a Second Language (ESL), I am particularly concerned with the high dropout rate among our Hispanic population. I foresee tech prep as an effective solution to a large part of this problem.

Being a special education major, I feel that their curriculum is already directed toward this concept--that is at the high school level in which I will be involved. This is why I find this (sic) are extremely important. Those students who are not capable of moving on to higher education should not feel inadequate. They should have other choices.

I strongly feel tech prep is the greatest innovation of the century. I will be a team member when asked because I am concerned about our 50% who are not "college bound," and I am happy for them because of tech prep as well as the "college bound" students who will profit from tech prep.

I can see tech prep impacting the dropout rate and goallessness yet I do worry about this program grounding students to an area/city and a specific job market.

Two hours was not enough time to give enough examples of tech prep. I would have liked to have seen more examples of tech prep programs currently in effect. I am very interested in this program personally. I am a math major and will be teaching at the high school level very soon. I am highly into "practical," and these programs sound practical to me. I will follow up with the resources (names of people) given to us in this presentation. Interesting concept. Thanks! I have been looking for ways to make math more applicable to rather unmotivated students.

Tech prep would apply to many students--I like the concept--I feel we need to apply applications to all students to motivate interest in the curriculum.

The presentation implied that schools need more progress not only in technology, but also in teaching methods.

Tech Prep Curriculum Guide
for
Pre-Service Teacher Preparation

Developed under a contract with

Tech Prep Professional Development Consortium
Texas A&M University
College Station, Texas

Prepared by

Tommy Gilbreath
The University of Texas at Tyler
Tyler, Texas

July 15, 1993

Table of Contents

Introduction---------------------------------------1

Tech Prep Performance Objectives---------------------------------------1

Current Problems in Education---------------------------------------2

Basic Concepts of Tech Prep---------------------------------------3

Values of Tech Prep---------------------------------------3

Integrating Technical Concepts into Academic Courses---------------------------------------3

Criteria of Success of Tech Prep Programs---------------------------------------3

Teambuilding for Tech Prep---------------------------------------4

Implementing a Tech Prep Program---------------------------------------4

Appendices

Appendix 1 Transparency Masters: Current Problems in Education
Appendix 2 Transparency Masters: Basic Concepts of Tech Prep
Appendix 3 Transparency Masters: Values of Tech Prep
Appendix 4 Transparency Masters: Integrating Academic and Technical Subjects
Appendix 5 Transparency Masters: Teambuilding
Appendix 6 Transparency Masters: Implementing Tech Prep
Appendix 7 Unit Objectives
Appendix 8 Unit Assignment
Appendix 9 Evaluation Form

Introduction

Schools have been in transition since the early part of this century because of the criticism leveled against them--justly or unjustly--by a broad segment of society. In the early 1900's school curriculums were directed toward helping immigrants become better citizens. After World War II, the emphasis was on quality of life and a better standard of living. The third push for change has been going on since the 1980's with an emphasis on college preparation. This focus on a particular group of students ignored the educational requirements for entering the work force (Dagget, Winter, 1993, pp. 2-3). The college preparatory population has always done well; they learn in spite of problems in the schools, in society or whatever other areas come up for criticism. A variety of solutions has been proposed and these have had varying degrees of success, but none of them has significantly impacted the real problem of improving the retention of dropouts and the students who drop out but who remain in school.

Tech prep was developed to focus on three main issues: providing work world relevancy in most classes, providing a rigorous academic curriculum that will allow all the graduates to function at an adequate level in business and industry, and providing a means of smoothing the transition from high school to the community college. These main focuses have resulted in a national move toward restructuring in a direction that promises to improve schools where past efforts have failed. Academic and vocational teachers have flocked to workshops and seminars to find out how to implement tech prep, and the response has been positive. Students in teacher preparation programs also need to be exposed to tech prep principles. This curriculum is designed to do just that by providing an overview of tech prep and some examples of how to implement a tech prep program in a high school setting.

Tech Prep Performance Objectives

When this unit is completed, the student will be able to do the following:

1. Describe some of the current problems that business and schools are experiencing with respect to outcomes of education.
2. Identify the basic concepts of tech prep.
3. Describe the values of tech prep.
4. Explain the importance of integrating practical examples into theoretical instruction.
5. Discuss some ways that real-life examples can be integrated into different academic disciplines.
6. Write an example of an integrated lesson involving practical examples of an academic concept in mathematics, language arts, social studies, or science.

7. List and explain the criteria by which the success of graduates of the integrated program will be measured.

8. Describe how a teambuilding program contributes to the success of a tech prep program.

9. Identify the main components of a teambuilding program.

10. Describe the process of implementing a tech prep program.

Unit Outline

A. Current problems in education

1. Major student problems in the 1940's and today (2 transparencies)(Ref: Blueprint, p. 359)

2. Educational myths (transparency)
   a. One curriculum will meet the needs of all students
   b. All students learn at approximately the same rate
   c. All students learn the basics by the end of elementary school
   d. Students who do not achieve either cannot or do not want to learn
   e. The textbook and lecture method of instruction is the most effective method for most students
   f. Real excellence in education can only be found in college prep programs

3. Paradigms of education (transparency)
   a. Old paradigm: Time is constant; learning is the variable
   b. New paradigm: Learning is the constant; time is the variable
   c. Implications for traditional time-based courses

4. Problem of "applied" course designation (transparency: Semantic Differential)

5. Lack of knowledge or skills (transparency: More Than Half...)

6. Industry takes up the slack (transparency: American Industry Spends...)

7. SCANS report (3 transparencies)(Ref: Bottoms, p. 13, *Blueprint*, p. 13)

8. The illiterate of the year 2000 (transparency)

9. Tomorrow's jobs (transparency: Only 15 percent...)

10. The major symptom of the problem is goallessness (transparency: Teachers See...)

B. Basic concepts of tech prep (Appendix 2: 5 transparencies)

1. What tech prep is and is not (2 transparencies)

2. Elements of tech prep (transparency)

3. Example of progression in a tech prep program (transparency: Registered Nurses)
   a. Tech prep can begin with career investigation
   b. It continues through high school and articulates with the community college
   c. The program has multiple exit points

C. Values of tech prep (Appendix 3: 3 transparencies)

1. Benefits to the academic teacher
   a. Real world examples
   b. Enjoyment
   c. TAAS scores improve
   d. Fewer discipline problems
   e. Rekindle the flame

2. Benefits to the vocational teacher
   a. Students get the needed skills
   b. Fewer discipline problems
   c. TAAS scores will rise
   d. Rekindle the flame

3. Benefits to the student
   a. Students get the needed skills
   b. More interested in school
   c. TAAS scores will rise
   d. Better prospects of jobs
   e. Opportunity for higher education enhanced

D. Integrating technical concepts into academic courses (Appendix 4: 7 transparencies)

1. Advantage of integrated teaching: (2 transparencies: Integrated Teaching...; Students Learn More...)

2. Examples of integrating academic and technical subjects
   a. Filling containers from tank (transparency) (Bradley, J. G., 1973, p. 12)
   b. Bolt circle problem (transparency) (Bradley, J. G., 1973, p. 137)
   c. Geometric designs in quilting
   d. Costing out house construction
   e. Auto brake system (3 transparencies)

E. Criteria of success of integrated programs (Appendix 5:1 transparency)(The Texas Master Plan, Page 3)

1. Program completion
2. Graduation rates
3. Pursuit of higher education
4. Employment after graduation
5. Job placement
6. Earnings
7. Progression along career path

F. Teambuilding (Appendix 6: 2 transparencies)

1. Importance of teambuilding
2. Developing the core mission
3. Phases of teambuilding (Appendix 5: transparency)
4. Conflict resolution
5. Requirements for teambuilding (Appendix 5: transparency)
   a. Running, participating in meetings
   b. Allocating responsibilities
   c. Making effective decisions
   d. Recognizing the need for change
   e. Assuming responsibilities
   f. Supporting leadership

G. Implementing a tech prep program (Appendix 7: 2 transparencies)(*Blueprint*, p. 46-61)

1. Choose a coordinator
2. Select a focus group
3. Select courses
4. Select personnel
5. Meet with focus group
6. Develop staff .
7. Select model
8. Select criteria
9. Establish procedures
10. Establish guidance procedures
11. Determine support roles
12. Determine evaluation procedures
13. Determine funding procedures
14. Write integration plan

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Appendix 1
Transparency Masters

Current Problems in Education

MAJOR STUDENT PROBLEMS IN THE 1940'S

- Talking
- Chewing gum
- Making noise
- Running in the halls
- Getting out of line
- Wearing improper clothes
- Not putting paper in trash

MAJOR STUDENT PROBLEMS TODAY

- Low test scores
- Drugs and alcohol
- High dropout rates
- High absentee rates
- High pregnancy rates
- High illiteracy rates
- Lack of quality graduates

EDUCATIONAL MYTHS

- One curriculum will meet the needs of all students
- All students learn at approximately the same rate
- All students learn the basics by the end of elementary school
- Students who do not achieve either cannot or do not want to learn
- The textbook and lecture method of instruction is the most effective method for most students
- Real excellence in education can only be found in college prep programs

PARADIGMS OF EDUCATION

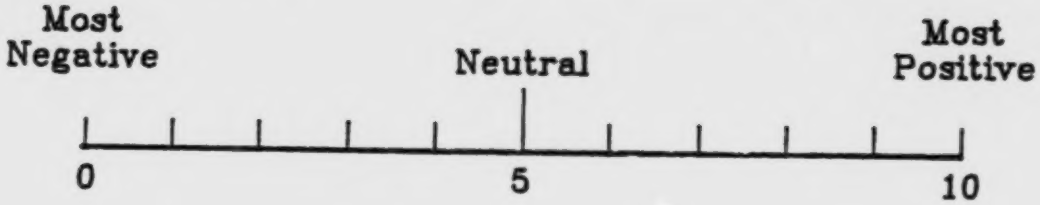
Old Paradigm:

Time is constant
Learning is the variable

New Paradigm:

Learning is the constant
Time is the variable

Semantic Differential


Most
Negative
Neutral
Most
Positive
0
5
10

More than half our 18-year-olds do not have the knowledge or skills to find or keep a good job

American industry spends more money each year teaching remedial math to employees than all grade schools, high schools, and colleges in the country combined spend on education

SCANS REPORT

Foundations

- Basic Skills
- Thinking Skills
- Personal Qualities

SCANS REPORT

Competencies

- Resources
- Interpersonal skills
- Information
- Systems
- Technology

SCANS REPORT

School to Work Transition

- Integrating academic and vocational studies
- Student involvement in work requirements
- Beefing up programs

The illiterate of the year 2000 will not be the person who cannot read and write, but the one who cannot learn, unlearn, and relearn.

Alvin Toffler

Only 15 percent of tomorrow's jobs
will require college diplomas, but
more than half will call for some sort
of postsecondary education and training

Teachers see students suffering from:

Goallessness

Appendix 2
Transparency Masters

Basic Concepts of Tech Prep

WHAT IS TECH-PREP?

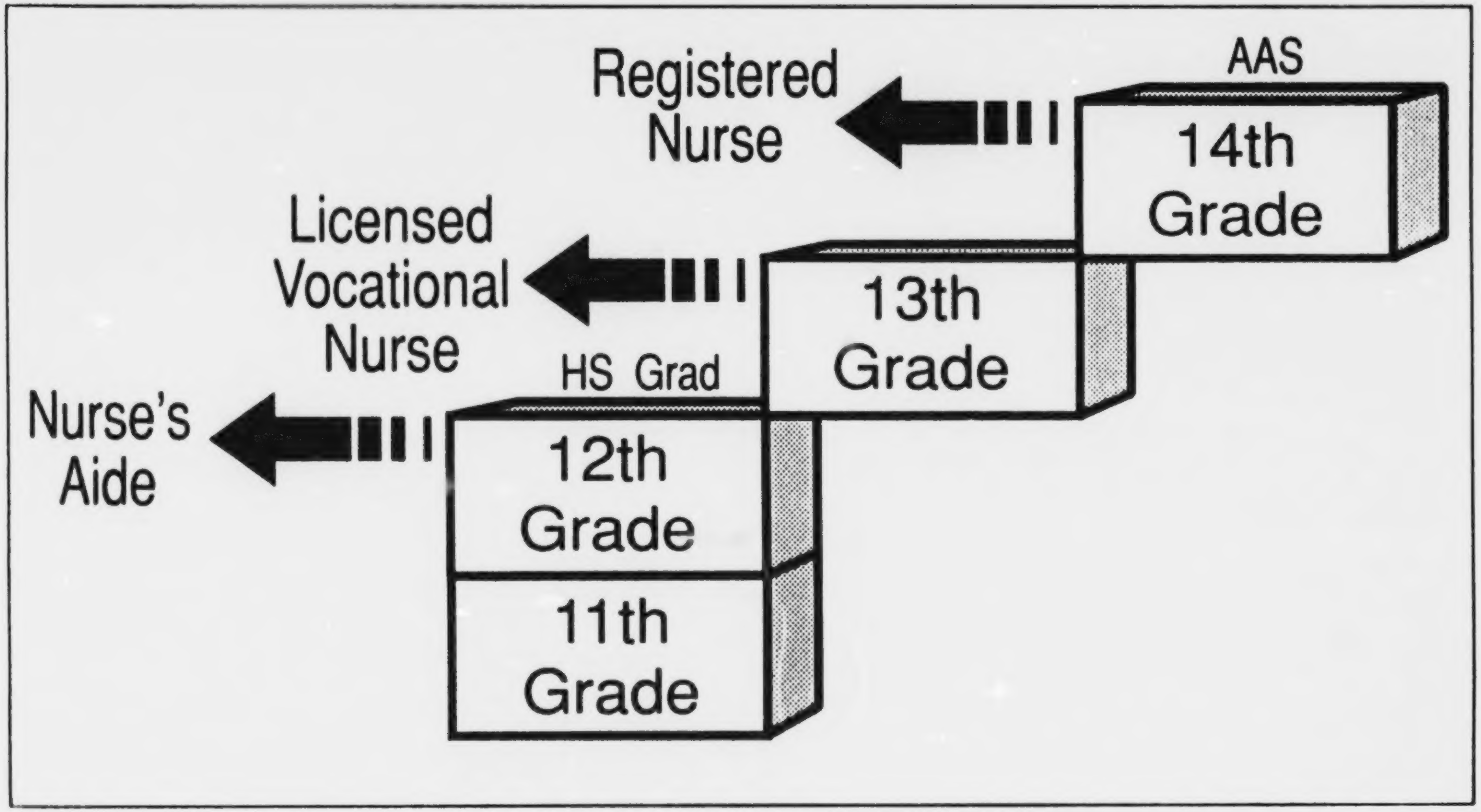
- Alternative to traditional college prep
- Solid academic foundation
- Coordinates secondary and post-secondary schools
- Integrates technical concepts into academic subjects
- Provides lifelong learning experiences

TECH-PREP IS NOT

- An old approach with a new name
- Technical education only
- Secondary education only
- A terminal program
- A Tracking approach
- Entry-level job preparation only
- General education
- Just information

ELEMENTS OF TECH-PREP

- Parallels college prep
- Replaces general education program
- Provides skills for employment
- Applied methodology
- Liberal arts included
- Competency based
- Preceeded by career exploration
- Earn college credit in high school
- Multiple exit points
- Involves the community



Registered Nurse

AAS

14th Grade

Licensed Vocational Nurse

13th Grade

HS Grad

Nurse's Aide

12th Grade

11th Grade

Appendix 3
Transparency Masters

Values of Tech Prep

BENEFITS TO ACADEMIC TEACHER

- Real world examples
- Enjoyment
- TAAS scores improve
- Fewer discipline problems
- Rekindle the flame

BENEFITS OF TECH-PREP TO VOCATIONAL TEACHERS

- Students can acquire needed skills
- Fewer discipline problems
- TAAS scores will rise
- Rekindle the flame

BENEFITS FOR THE STUDENT

- Needed skills obtained
- More interest in school
- TAAS scores will rise
- Better prospects for jobs
- Opportunities for higher education

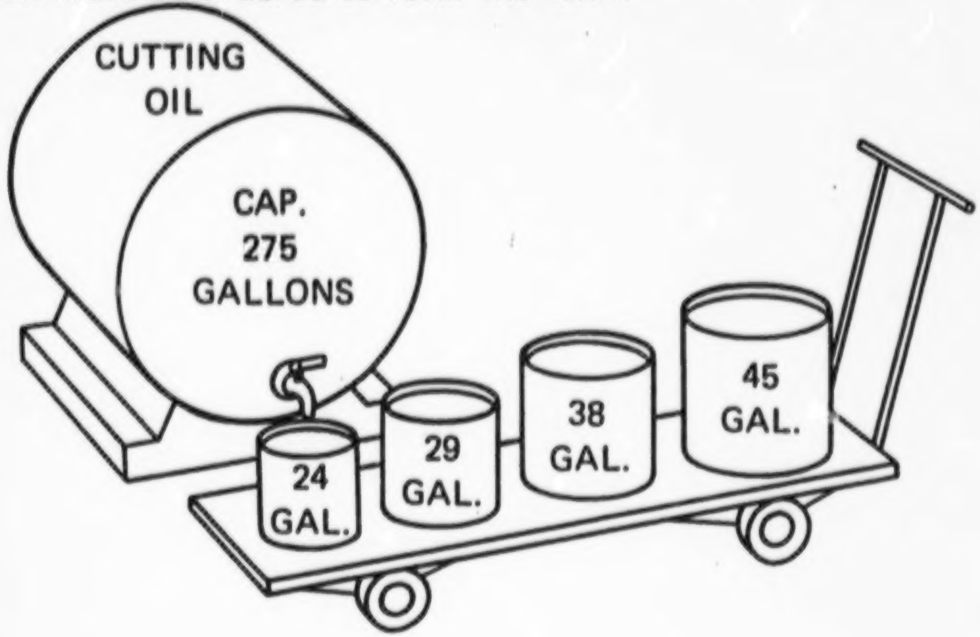
Appendix 4
Transparency Masters

Integrating Academic and Technical Subjects

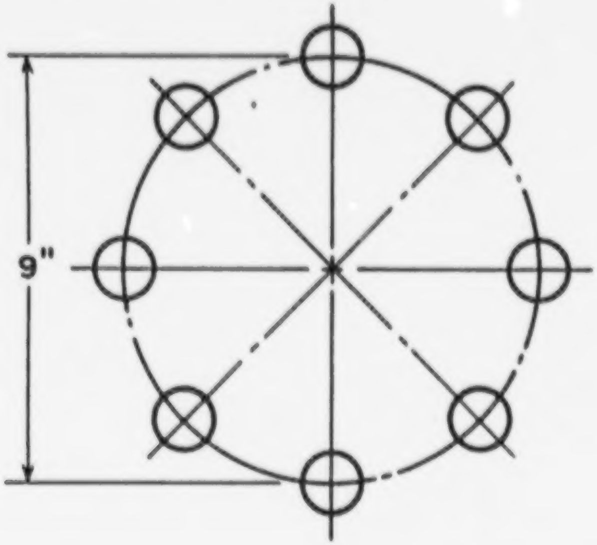
Integrated teaching promotes a sense of wholeness which emerges from seeing how subjects relate to each other.

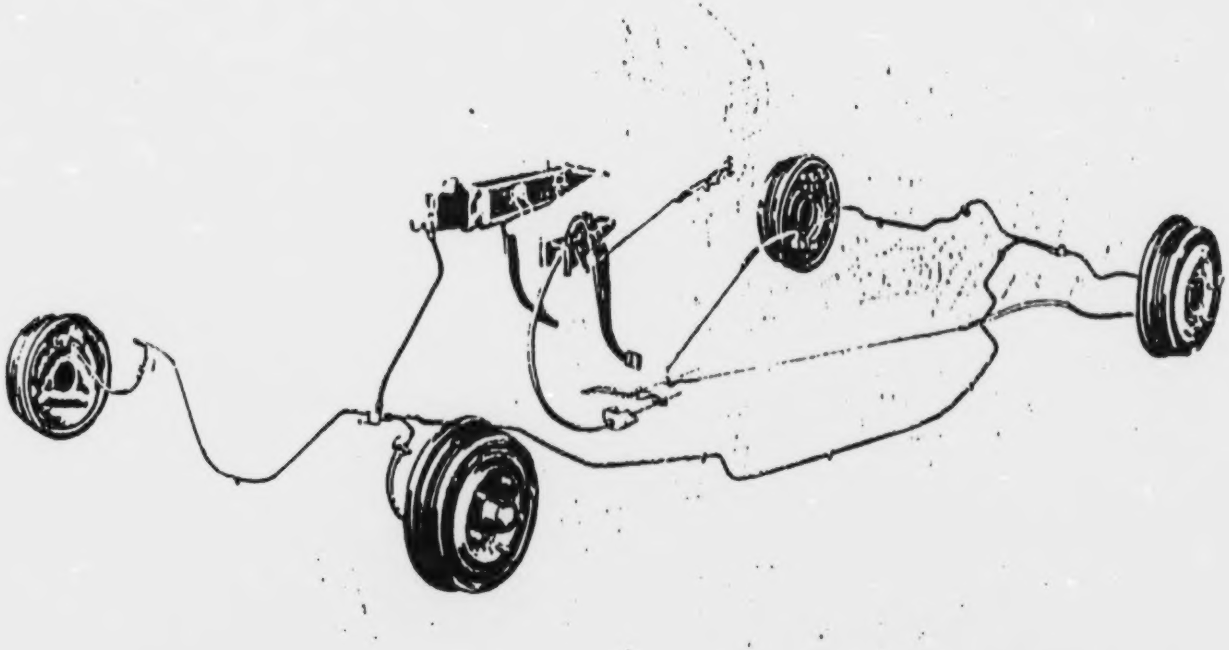
Students learn more, remember more, and are able to apply their knowledge when teaching and learning are interdisciplary.

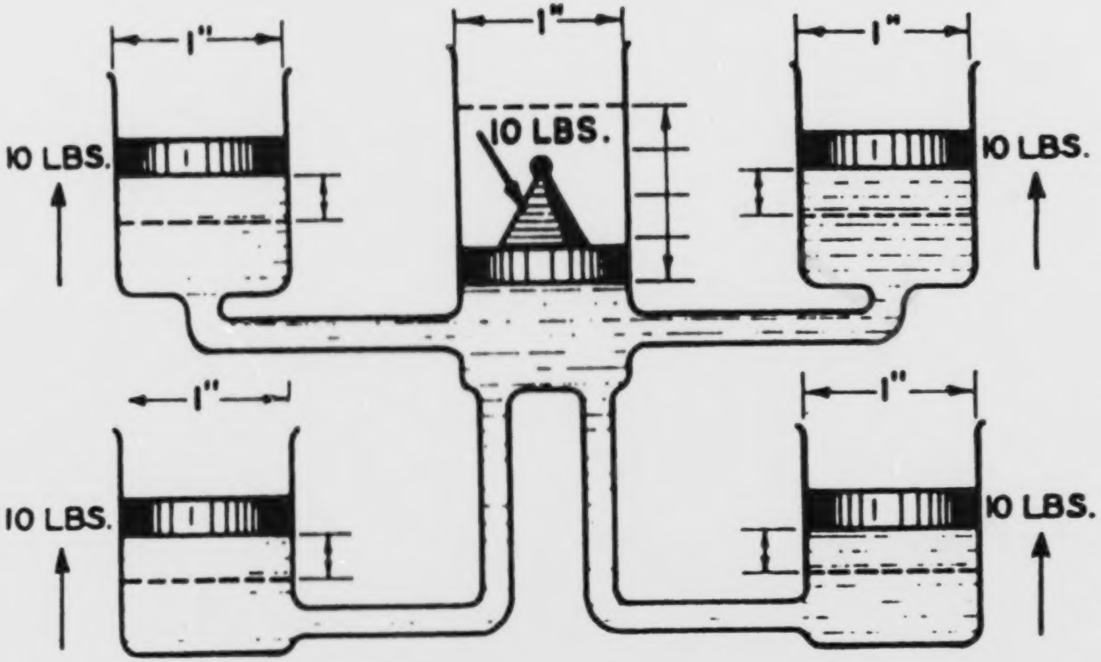
A tank holds 275 gallons of cutting oil when full. A workman fills four containers which hold the amounts shown on the diagram. How much oil must be ordered to refill the tank?


CUTTING
OIL
CAP.
275
GALLONS
24
GAL.
29
GAL.
38
GAL.
45
GAL.

Determine the distance, center-to-center, of the 8 holes equally spaced on a 9-inch diameter circle, as shown in the sketch.






1"
1"
1"
10 LBS.
10 LBS.
10 LBS.
1"
1"
10 LBS.
10 LBS.

PASCAL'S LAW

PRESSURE EXERTED ON ANY PART OF A CONFINED LIQUID IS TRANSMITTED IN ALL DIRECTIONS, ACTS WITH EQUAL FORCE ON EQUAL SURFACES.

Appendix 5
Transparency Masters

Criteria of Success of Tech Prep Programs

CRITERIA OF SUCCESS OF INTEGRATED PROGRAMS

- Program completion
- Graduation rates
- Pursuit of higher education
- Employment after graduation
- Job placement
- Earnings
- Progression along career path

Appendix 6
Transparency Masters

Teambuilding

TEAMBUILDING

- Phase I Orientation
  Work Issues
  Personal Issues

- Phase II Power Distribution and Tasking
  Work Issues
  Personal Issues

- Phase III Team Production and Feedback
  Work Issues
  Personal Issues

REQUIREMENTS FOR TEAMBUILDING

RUNNING, PARTICIPATING IN MEETINGS

ALLOCATING RESPONSIBILITIES

MAKING EFFECTIVE DECISIONS

RECOGNIZING NEED FOR CHANGE

ASSUMING RESPONSIBILITY

SUPPORTING LEADERSHIP

Appendix 7
Transparency Masters

Implementing Tech Prep

IMPLEMENTING A TECH-PREP PROGRAM

- Choose a coordinator
- Select a focus group
- Select courses
- Select personnel
- Meet with focus group
- Develop Staff
- Select model
- Select criteria

IMPLEMENTING A TECH-PREP PROGRAM

(Con't)

- Establish procedures
- Establish guidance procedures
- Determine support roles
- Determine evaluation procedures
- Determine funding procedures
- Write integration plan

Appendix 8

Unit Objectives

The University of Texas at Tyler
Dept of C&I

SSED 4320
Teaching Skills for
Secondary Teachers

Tech Prep
Performance Objectives

When this unit is completed, the student will be able to do the following:

1. Describe some of the current problems that business and schools are experiencing with respect to outcomes of education.
2. Identify the basic concepts of tech prep.
3. Describe the values of tech prep.
4. Explain the importance of integrating practical examples into theoretical instruction.
5. Discuss some ways that real-life examples can be integrated into different academic disciplines.
6. List and explain the criteria by which the success of graduates of the integrated program will be measured.
7. Describe how a teambuilding program contributes to the success of a tech prep program.
8. Identify the main components of a teambuilding program.
9. Describe the process of implementing a tech prep program.

Appendix 9

Unit Assignment

The University of Texas at Tyler
Dept of C&I

SSED 4320
Teaching Skills for
Secondary Teachers

Tech Prep Assignment

Prepare a one or two-hour lesson in the discipline of your choice: mathematics, science, social studies, or language arts, and show how practical, everyday or work applications can be integrated into the lesson.

Include performance objectives, teaching techniques, resources used, and a detailed lesson plan.

Present your lesson in a neatly typed and scholarly manner with a standard cover sheet.

This assignment is due on April 14, 1993.

Appendix 10

Evaluation Form

The University of Texas at Tyler
Dept of C&I

SSED 4320
Teaching Skills for
Secondary Teachers

Tech Prep Evaluation

Please respond to the following items relating to the two class sessions on tech prep by marking an "X" in the appropriate space.

Mark 5 if you strongly agree, 4 if you agree somewhat, 3 if you are neutral or if you have no answer, 2 if you disagree somewhat and 1 if you disagree strongly.

After you have makred each item, please provide some comments about any of the tech prep concepts covered.

STRONGLY AGREE
AGREE SOMEWHAT
NEUTRAL
DISAGREE SOMEWHAT
STRONGLY DISAGREE

	1	2	3	4	5
1. My impression is that tech prep is a valuable concept.	☐	☐	☐	☐	☐
2. I believe teaching subjects with applied applications is an improvement over traditional teaching methods.	☐	☐	☐	☐	☐
3. I believe education should be restructured from its current status to provide a track for the non-college prep student.	☐	☐	☐	☐	☐
4. Tech prep seems to be an emerging trend that will reshape secondary education in the future.	☐	☐	☐	☐	☐
5. I believe tech prep is a good start in solving a major problem in our public schools.	☐	☐	☐	☐	☐
6. I believe the use of technology of the 21st century will require a different approach to learning as compared to traditional methods.	☐	☐	☐	☐	☐
7. The current emphasis on technology coupled with a more rigorous academic requirements will provide greater opportunities for both non-college bound students as well as college-prep students.	☐	☐	☐	☐	☐

STRONGLY AGREE
AGREE SOMEWHAT
NEUTRAL
DISAGREE SOMEWHAT
STRONGLY DISAGREE

	1	2	3	4	5
8. Teambuilding is crucial to the success of a Tech-Prep program.	☐	☐	☐	☐	☐
9. I would be interested in working with vocational teachers and academic teachers in implementing a Tech-Prep program.	☐	☐	☐	☐	☐
10. The amount of time spent on each topic in the two sessions was adequate to give me a good understanding of the topic.	☐	☐	☐	☐	☐
11. The instructor's style of teaching this subject was suitable for my style of learning.	☐	☐	☐	☐	☐
12. The objectives for these lessons were made clear.	☐	☐	☐	☐	☐
13. The instructor was well prepared for each class.	☐	☐	☐	☐	☐
14. The scope of the material covered was adequate for my understanding.	☐	☐	☐	☐	☐
15. The instructor accomplished his objectives in these lessons.	☐	☐	☐	☐	☐

Comments:

F2. Texas Tech University, Lubbock

TEXAS TECH UNIVERSITY
College of Education

Box 41071
Lubbock, TX 79409-1071
(806) 742-2377
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26 May 1993

Mr. Donald Clark, Director
Tech Prep Professional Development Consortium
602 Harrington Tower
Texas A & M University
College Station, TX 77843-3256

Dear Mr. Clark,

Accompanying this letter is the final report for the Tech Prep Teacher Education Planning Grant awarded to Texas Tech University for the period November 1, 1992 through June 30, 1993. The project's activities have ended and I saw no reason to delay the submission of the final report.

The appendices make the document relatively thick, but not knowing what you would be interested in seeing, I decided to err on the side of submitting too much rather than not enough.

I hope this report meets with your approval. Those participating in the project have deemed it a total success. Many thanks to you and the Tech Prep Professional Development Consortium for your support.

If you have any questions concerning the report, please do not hesitate to contact me. I will be teaching during the first Summer Term but will be heading to Australia on 7 July.

Kind regards,

L. Diane Miller

L. Diane Miller, Ph.D.
Mathematics Education

An Affirmative Action Institution

Tech Prep Teacher Education Planning Grant
Funded by Tech Prep Professional Development Consortium
Texas A & M University

Introduction

The overall goal of this project was to design and field test a model for implementing curricular and instructional reform in mathematics, science and communications education in grades 7-12. The project represented a collaboration between university faculty, the South Plains Tech Prep Consortium, which included community college faculty, local school personnel, and representatives from both the public and private sectors of business and industry.

The final report will focus on responding to the goals and objectives outlined in the initial proposal's "Operational Format." Supporting documentation for activities included in this report are available in the appendices.

Operational Format: Goal A

The first goal listed in the proposal's Operational Format sought to ascertain the interest of local businesses and industries and LEAs in participating in a project which would focus on better preparing secondary school students to meet the employment needs of business and industry. The initial objective was to survey a representative sample of local business and industry personnel and LEA administrators to determine if sufficient interest existed to meet the remaining goals and objectives of the project.

Ms. Sherry Gross, Tech Prep Project Specialist for the South Plains Tech Prep Consortium, identified 100 businesses and industries in the Lubbock area from a database of approximately 3000. Ms. Gross was instructed to provide one-third of the selected businesses to be small companies, perhaps owned and/or managed by one or two people; one-third medium-sized companies; and, one-third large companies who employed a number of management personnel and laborers in different departments.

During November 1992, a cover letter and questionnaire was mailed to these 100 businesses. A copy of this letter and questionnaire are appended to this report. Sixty-three questionnaires were returned. Those queried responded to four questions which asked about (1) the educational background of new employees; (2) the types of knowledge or job skills needed by new employees; (3) if new employees were adequately prepared for their job; and, (4) if the business would be interested in participating in a project which hoped to learn more about how schools and the business/industry community can work together to better prepare graduates for the workplace. Of primary importance to fulfilling the proposal's first goal was questions 4. Of the 61 people who responded to this item, 50 (82%) indicated that their company or business would be interested in participating in such a project. Respondents were asked to give a name and telephone number for potential follow-up.

During this same period of time, the Project Director contacted the Lubbock Independent School District to ascertain the district's interest in participating in a project designed to examine the feasibility of school and business/industry communities working together to better prepare graduates for the workplace. A meeting with LISD personnel was scheduled in November to coincide with the arrival of Project Consultant, Dr. Charles Mitchell.

During Dr. Mitchell's visit in November, follow-up calls were made to approximately 20% of the questionnaire respondents to ascertain their sincerity to participate in a school/business partnership targeted towards educational reform. Without exception, each one reiterated the company's interest in being included in future endeavors.

In addition to meeting with Project Director Dr. Diane Miller, who also served as the mathematics consultant, Dr. Mitchell met with other university personnel who had volunteered to serve as content or curriculum consultants. They were Dr. Gerald Skoog, science consultant, Dr. Burga Jung, curriculum specialist, and Dr. Donna Everett, Business Education consultant.

A meeting with LISD personnel including Mr. Ramon Abarca, Director of Magnet Programs, Ms. Polly Kiker, Magnet Specialist, and Ms. Pam Summers, Coordinator of Secondary Mathematics, was also arranged. During this meeting, Mr. Abarca decided to offer LISD's support to the project and suggested that Estacado High School be targeted as the school from which teacher involvement would be drawn.

Mr. Kenneth Wallace, Principal at Estacado High School, Ms. Patty Blide, Estacado's Assistant Principal, Ms. Polly Kiker, and Mr. Ramon Abarca, met with Director Miller to discuss the model being piloted, to nominate teacher participants, to identify host businesses, and to agree upon an implementation schedule. A letter of support from LISD personnel was not acquired. Everyone involved felt a verbal agreement would suffice.

Because Estacado High School has a Medical Professions Magnet Program, everyone agreed to target the area's health related industries for host businesses. Ms. Kiker and Mr. Abarca nominated 5 businesses from the questionnaire respondents for Dr. Miller to contact. LISD personnel and Dr. Miller decided to visit one hospital and one non-hospital environment. The first people contacted agreed to host a team of teachers for an on-site visit; thus, the other nominees were not contacted. Mr. Bill Poteet, President and CEO of Methodist Hospital and Mr. Jerry Banks, CPA and Business Manager at Lubbock Radiology Associates, volunteered their workplaces to participate in the project. A letter of support from Mr. Poteet and Mr. Banks was not acquired because everyone involved felt a verbal agreement would suffice.

Operational Format: Goal B

The performance measures outlined in Goal A led to the fulfillment of Goal B; that is, to investigate the use of the workplace as a catalyst for implementing curricular and instructional reform in secondary mathematics, science and communications classrooms. Objective B1 was accomplished in follow-up to performance measures previously mentioned. The team of teachers from Estacado High School identified to participate in the project included: Ms. Jeannie Coggins, Business/Computer Education; Mr. Jay Driver, Mathematics/Computer Education; Ms. Pam Thomas, Science Education, Mr. Gary Potts and Mr. James German, both Mathematics Education. The school wanted Mr. German to participate but he was unable to join the team for one day; thus, the school asked Mr. Potts to substitute for Mr. German on that day.

Three businesses volunteered to host the team of teachers for on-site visits. As previously named, these included Methodist Hospital and Lubbock Radiology Associates. During a meeting of the South Plains Tech Prep Consortium, Dr. Miller was informing members about the goals, objectives and activities of the project. Mr. Mike Jackson, Staffing Manager for the Consumer Products Division of Texas Instruments in Lubbock, voiced his desire to support the project by inviting the teachers to visit the Lubbock TI plant. Even though TI is not a health related industry, Dr. Miller decided to accept Mr. Jackson's invitation and spend a half day touring the facility.

In preparation for the on-site visits, Dr. Miller spent time with Mr. Jerry Banks at Lubbock Radiology Associates and Mr. Alan Buster, Director of the Knipling Education Center at Methodist Hospital. In addition to talking with Mr. Buster, Dr. Miller talked with five Department Heads at Methodist Hospital. The Departments represented were, Lab Technicians, Food & Nutrition, Business Offices, Transportation and Surgery. The goals and objectives of the project were outlined as well as discussions focusing on what should be highlighted during the visits. The day prior to the teachers' visit, surgery had to cancel its participation due to a conflict with scheduling.

A similar meeting occurred with personnel from Lubbock Radiology Associates. Departments participating in the visit were Insurance, Charge Clerks, Receipt Clerks, Receptionists, and Medical Transcriptionists. The visit at Texas Instruments included tours of 7 departments and discussions with 5 managers including manufacturing, process control, consumer customer relations, and human resources.

The on-site visits, follow-up meetings with the teachers and continued work with Dr. Mitchell occurred from February 22-26. The visitation schedule for the week is appended to this report. The Project Director, Project Consultant and participating teachers decided to visit the three sites on two different days with a break in-between. They met as a group prior to the visits, after the first day of visits and after the second day of visits. Final, follow-up discussions with the teachers and content/curriculum specialists were held on 23 March 1993. On February 23rd, during the teachers' off-day, Drs. Miller and Mitchell visited with Mr. Randy Coleman, Plant Manager at Grinnell Manufacturing in Lubbock. Mr. Coleman had expressed an interest in hosting the teachers, but since the theme was on the health-related occupations and three businesses worked well into the two-day visitation schedule, Dr. Miller decided not to include Grinnell in the teachers' schedule. Discussions with Mr. Coleman focused on the possibility of forming a partnership with Estacado High School to explore and identify the best means to utilize Grinnell resources for curricular and instructional reform in mathematics, science and communications education. Mr. Coleman volunteered Grinnell's personnel as guest speakers, offered to open the plant to student groups for tours, and offered to make unwanted equipment and resources available to departments at Estacado High School.

The feasibility of getting teachers into the workplace had already been addressed. That is, the survey of personnel in the business/industry community and the local school district indicated the willingness from both groups to participate in the endeavor. Discussions during the morning of March 23rd focused on six concerns which addressed the benefits derived by getting teachers into the workplace. During the afternoon, the specialists worked with the teachers to design lesson plans which would enable them to share their experiences in the classroom. An agenda for this day is appended to this report. Lesson implementation occurred during April.

Concerns Which Address Teacher Benefits

The teacher participants were asked to discuss orally and respond in writing to each of the following six concerns. Their comments are summarized below. Each individual's written responses are appended to this report.

1. The extent to which workplace activities can be a useful source of applications for the material and/or skills you teach.

In summary, the teachers believed that the workplace can provide useful examples and data from "real life" situations which can be used in classrooms. A current problem in education is helping teachers to link school subject content with workplace practices. The teacher' visits in this project provided them with information on which they can link school knowledge with job related knowledge and skills. For example, employees in every department visited at Texas Instruments must have a knowledge of how to interpret data represented graphically. The teachers were given numerous examples which can be used in future classes to help make the need for knowing how to collect, graph, and interpret data more meaningful.

2. The extent to which workplace activities help suggest curriculum reform; e.g., to either increase or decrease the emphasis we give to certain topics.

Teachers learned that employers want school curricula to emphasize problem solving and de-emphasize rote memorization. They suggested much more emphasis be given to subject integration and application; for example, to not teach mathematics void of how it is applied. Every site stressed that schools needed to teach students how to be life long learners. Very few positions in the businesses visited were static. People who had been with these companies for several years talked about how things had changed, particularly with the advent of computer technology, and how employees had to adapt to the changes.

Because two of the three sites visited were related to health occupations, the need for curriculum reform in school biology was evident. For example, employees at Methodist Hospital and Lubbock Radiology Associates confessed to needing a stronger background in the human body and the vocabulary pertaining to it. They suggested that this change would help them in their medically-related careers and in their personal communications with physicians. The science teacher indicated that this would be a "BIG" change for the LISD Biology Program because it currently excludes human biology from the curriculum.

3. The extent to which workplace activities are a source of information to suggest new topics or skills which should be added to the curriculum.

One mathematics teacher wrote that new skills or topics were not mentioned, but that he was impressed that certain skills and topics currently in the curriculum should be de-emphasized and others should be emphasized more. For example, some TI workers need a thorough understanding of very large numbers as well as very small numbers. These topics do not receive very much time in today's curriculum. Every workplace mentioned the need for employees to have better estimation skills and number sense. Calculators, computers, and adding machines can provide exact answers, but employees need to have a sense for the accuracy of the machines' answers.

The business teacher was given a specific example for a new topic and skill to introduce in her speedwriting classes. Both health related sites emphasized the need for employees to be able to take messages from physicians over the telephone and be familiar with the language they may use. Doctors do not have the time to speak slowly, explain or spell what they are talking about. The business teacher says she will change her course to include taking phone messages and instructions in speedwriting and include medically related language during dictation. Since health related careers are an emerging occupation for the Lubbock area, this change will probably benefit future employees who will come through Ms. Coggins classes.

One skill that was mentioned by many employers at every site was key-boarding. Many people emphasized the need for future employees to possess key-boarding skills before entering the workplace.

4. The extent to which workplace activities are a source of ideas and information to improve our ability to integrate different disciplines in the school curriculum.

One example of integrating speedwriting with biology (medically related vocabulary) has already been given. The mathematics and business teachers are also brainstorming on how instruction on spreadsheets can be integrated with collecting, organizing and displaying data. In fact, a lesson plan illustrating this integration was designed and implemented by the business teacher and is appended to this report. Numerous ideas for integrating mathematics and the sciences were seen in the workplace with the need for integrating technology in every school discipline was also evident.

One teacher stated that the work with the curriculum specialist on March 23rd demonstrated that "even without starting with a specific topic, we could integrate our individual subject objectives. I feel that as long as we remain creatively open, we will begin to see a variety of ways in which to do interdisciplinary units which have a direct correlation to the workplace and thus a much greater meaning to our students." (Pam Thomas, Science Teacher)

5. The extent to which this project has suggested ways to develop "partnerships" with the business community; e.g., planning future field trips for students to visit the workplace, inviting a guest speaker to the classroom, soliciting the donation of unwanted equipment, discarded products, or other resources, etc.

The potential for creating "partnership" arrangements with businesses was discussed at every site. Each one volunteered services, products, and/or personnel to Estacado High School. One teacher writes: "I believe that this project has suggested ways to develop partnerships with businesses. First, businesses (TI especially) have expressed enthusiasm to give tours [for students and other teachers] and even [have personnel] visit individual classes on campus. Lubbock Radiology Associates is willing now to donate business forms and gave [us] leads on how to obtain unwanted equipment from a local professional organization." (Jay Driver, Mathematics Teacher)

6. The extent to which this project has increased your own awareness of workplace competencies and how well they are addressed in the school curriculum.

Four of the five teachers were overwhelmingly convinced that this project had increased their awareness of workplace competencies and how they could better link school curricula with workplace practices in future instruction. One mathematics teacher had retired from a business/industry environment before becoming a teacher and felt his involvement in the project was not as informative to him as it had been to the teachers who had not experienced a workplace outside the classroom.

One teacher's comments summarizes the feelings of the other four. "I am a 17-year veteran of the classroom and began teaching as soon as I graduated from college. This experience was wonderful for me! It gave me the opportunity to see facets of various jobs that I would never have seen otherwise." (Pam Thomas, Science Teacher)

Operational Format: Goal C

The on-site visits helped to fulfill Goal C in the proposal; that is, getting teachers into the workplace helped to build new and strengthen existing relationships between the public and private sectors and the LEAs; relationships that will influence curricular and instructional reform in mathematics, science, business, and communications education. Having teachers talk with employees and employers about their perceptions of education and how adequately prepared high school graduates are for the workplace was beneficial to the teachers. Hearing people talk about workplace competencies informed teachers about needed changes in both content and pedagogy; for example, every workplace mentioned the need for skills in cooperative group work, listening, speaking and written communications. In every class, students can be required to work cooperatively on assignments or projects; they can be asked to do more oral presentation of their ideas; they can be required to write about their understanding of content in every class; and, they can be given instructions verbally in order to practice listening skills.

Operational Format: Goal D

Texas Instruments had, in the past, donated unwanted equipment as well as new calculators to Estacado High School. As a result of this project, Mr. Jackson has now invited groups of students and other teachers to tour the facility and talk with employers and employees about workplace competencies. He has also volunteered to send employees to Estacado to serve as guest speakers in classes.

Methodist Hospital has also opened their doors to student and teacher groups. The Head of Lab Technicians has offered to work with Pam Thomas in getting groups of students to tour various laboratories at the hospital. Ms. Thomas has designed and plans to implement a unit/lesson plan integrating a visit to a hospital lab during the 1993-94 school year. Her tentative lesson plan is appended to this report.

Mr. Jerry Banks has offered to assist Ms. Jeannie Coggins in designing a new course for Estacado's Office Occupations program to be implemented during the 1993-94 academic year. He also volunteered to donate business forms to be used in her classes and extended an invitation to other Estacado teachers to visit Lubbock Radiology Associates. The physical plant is not large enough to accommodate large numbers of students. Ms. Coggins plans to accept Mr. Banks offer and has already begun discussions in respect to the new course syllabus.

Ms. Jo McCarty-Huffman and Ms. Sherry Gross, both affiliated with South Plains College and the South Plains Tech Prep Consortium, have been kept informed of the project's activities. Perhaps the highest complement to the project comes from the South Plains Tech-Prep Consortium (SPTPC). Its personnel are currently planning teacher inservice for the summer of 1993. They plan to replicate the model implemented in this project; that is, they are putting a group of teachers in a workplace for one day and doing curriculum development and lesson planning the day following the workplace experience. The Project Director, Dr. Diane Miller, has been invited to work as a mathematics consultant for SPTPC's summer inservice project.

Concluding Comments

Every goal and objective of the initial proposal have been successfully achieved. In some respects, the project has gone beyond its intended expectations. The observation team of teachers were not asked to complete a written questionnaire concerning the value of the project. The Project Director felt the individual responses to the six concerns previously summarized and appended to this report met this evaluation criteria. Neither were the host business representatives asked to complete a written evaluation of the experience. Since the project was aimed at teacher benefits rather than benefits to local businesses, the Project Director decided a follow-up questionnaire from participating businesses would not influence the project's overall evaluation.

The project's limitations are expressed by one of the teachers. He writes "My biggest concern about this [project] is the need for more teachers to be involved." He continues by writing "I thought this [project] was a good idea for showing students the importance of math in the workplace. I do feel that more participation by more people is needed to pique interest." (James German, Mathematics Teacher)

Acknowledgments

This project would not have been possible without the financial support of the Tech Prep Professional Development Consortium at Texas A & M University, directed by Mr. Donald Clark. Once the funding was received, the success of the project depended upon the South Plains Tech Prep Consortium, faculty at Western Illinois University and Texas Tech University, local school personnel, and the local business community. Individuals representing these entities and to whom I am sincerely grateful for their assistance, support and participation include: Ms. Jo McCarty-Huffman, Ms. Sherry Gross, Dr. Charles Mitchell, Dr. Gerald Skoog, Dr. Burga Jung, Dr. Donna Everett, Mr. Ramon Abarca, Ms. Polly Kiker, Ms. Pam Summers, Mr. Kenneth Wallace, Ms. Patty Blide, Ms. Pam Thomas, Ms. Jeannie Coggins, Mr. Gary Potts, Mr. James German, Mr. Jay Driver, Mr. Bill Poteet, Mr. Alan Buster, Mr. Jerry Banks, Mr. Mike Jackson, Mr. Randy Coleman, and all employees at Lubbock Radiology Associates, Texas Instruments, Methodist Hospital, and Grinnell Fire Protection.

Respectfully submitted by

L. Diane Miller
Project Director
May 26, 1993

Appendices

Cover Letter and Questionnaire for Survey of Businesses & Industries

TEXAS TECH UNIVERSITY
College of Education

Box 41071
Lubbock, TX 79409-1071
(806) 742-2377
FAX (806) 742-2179

November 12, 1992

Lbk Business address/DB:NOT ON DESKTOP
Lbk Business address/DB:NOT ON DESKTOP
Lbk Business address/DB:NOT ON DESKTOP, Lbk Business address/DB:NOT ON DESKTOP
Lbk Business address/DB:NOT ON DESKTOP

Dear Business Representative:

According to a 1991 report from the U.S. Department of Labor, "more than half of our young people leave school without the knowledge or foundation required to find and hold a job." The rapid paced growth of technology and advances in the work place require constant attention if our school curricula in mathematics, science and communications education are to meet current needs. The Texas Tech-Prep Professional Development Consortium at Texas A & M University recently announced that funds will be awarded to Texas Tech University's College of Education to implement a project designed to meet the challenge of better preparing our youth to enter the workforce.

The goal of the Texas Tech University project is to establish partnerships between members of the South Plains business/industry community (beginning with Lubbock), representatives of postsecondary education institutions, and administrators and faculty of local Independent School Districts to discuss designing school curricula to better meet both the academic and technical needs of tomorrow's workforce. While I am the project director, Ms. Gina Starr-Hill from the Department of Commerce and Ms. Joe McCarty, Director of the South Plains Tech Prep Consortium, will be assisting me in working with businesses and industries in the South Plains area.

The success of this project depends upon the input and involvement of local businesses and industries. Will you please take a few minutes to complete the enclosed survey and return it in the self-addressed, stamped envelope provided. Either myself or a project associate will be contacting members of the Lubbock business community during the month of November to solicit further input and discuss their support and possible involvement in this worthwhile project. We need your assistance. Thank you for your time and cooperation. If you would like more information about the survey or the proposed project, please do not hesitate to contact me at Texas Tech University at 742-1233.

Kind regards,

L. Diane Miller, Ph.D.
Mathematics Education

An Affirmative Action Institution

ot all respondents completed every item; thus, the total responses to individual items may not alwyas sum to 63.

TEXAS TECH UNIVERSITY
Tech-Prep Teacher Education Planning Grant
Survey of Businesses & Industries

Your time in completing this brief survey and your input are sincerely appreciated. In responding to the items, please answer the questions in reference to your entry level workers or new employees. Please return it in the self-addressed, stamped envelope provided.

I. Do you employ people with

		Yes	No
a)	less than a high school diploma	29	28
b)	only a high school diploma	48	7
c)	with a 2-year or associates degree	48	7
d)	with a 4-year or baccalaureate degree	50	6
e)	with a masters or graduate degree	39	14

II. Do your new employees use the following knowledge or skills on the job?

		Yes	No
a)	mathematical literacy; for example, problem solving, logical thinking, basic arithmetic skills	62	1
b)	computer literacy; for example, keyboarding, word processing, data base management, spread sheets, application software	57	3
c)	scientific literacy; for example, investigative or inquiry skills and laboratory skills	35	25
d)	communication skills; for example, interacting with fellow workers or the public through writing, listening, speaking, reading	60	2

III. Are your new employees adequately prepared in each of the areas listed in II above?

	Yes	No
mathematical literacy	36	26
computer literacy	24	37
scientific literacy	23	30
communication skills	27	35

PLEASE TURN OVER

IV. Would you be interested in participating in a project which hopes to learn more about how schools and the business/industry community can work together to better prepare graduates for the jobs to be filled? Your participation may only be talking with someone about how business/industry and educational institutions can work together to improve our educational systems. A yes response to this question does not obligate you to do anything. At this time we are merely surveying the business/industry community's views on the possibility of forming partnerships whose aim is to improve education towards better preparing tomorrow's workforce.

Yes	No
50	11

Thank you,
Dr. L. Diane Miller
Project Director

Please print business or company name.

Telephone no.____________________

Please print name of person completing this survey.

Additional comments you would like to make: ______________________________

Visitation Schedule for February 22-26, 1993

Tech Prep Teacher Education Planning Grant
Visitation Schedule - February 22-26, 1993

Monday, February 22

8:30 - 10:00	Staff Meeting with Dr. Charles Mitchell, Project Consultant
10:00 - 11:30	Dr. Diane Miller - Graduate Studies Committee Meeting Dr. Mitchell meeting with Dr. Burga Jung, Curiculum Specialist
12:00 - 1:30	Lunch - Sheraton Inn on Avenue Q Jo McCarty-Huffman, Sherry Gross, Charles Mitchell, Diane Miller
3:30 - 5:00	Project personnel meet with Estacado teachers at Estacado Pam Thomas, Science Jeannie Coggins, Business/Computers James German or Gary Potts, Mathematics Jay Driver, Mathematics/Computer Science

Tuesday, 23 February (substitutes needed for the entire day)

8:30 - 9:30	Visit to Lubbock Radiology Associates Teachers visit with Jerry Banks, CPA, Business Manager
9:30 - 11:00	Teachers visit with people from four departments: Insurance, Charge Clerks, Receipt Clerks, Medical Typist, and Receptionist
11:30 - 12:30	Lunch
12:45	Arrive Texas Instruments Plant Mr. Mike Jackson, Staffing Manager, Consumer Products Division
1:00 - 3:00	Guided Tour of TI facility
3:00 - 5:00	Discussions with personnel from various TI departments

Wednesday, 24 February

9:00 - 10:30	Grinnell Manufacturing, Mr. Randy Coleman, Business Manager Drs. Miller and Mitchell
1:30 - 3:30	Project personnel meet with Estacado teachers

Thursday, 25 February (substitutes needed for the entire day)

9:00 - 11:00	Teachers meet with Allen Buster, Director, Knipling Center-Methodist Hospital and representatives from various depts. Business Office - Barbara Perry Lab Technicians - Carolyn Byrd Food & Nutrition - Leta Smith Transportation - Kyle Word
11:00 - 12:30	Hospital tour, debriefing & lunch at the hospital
1:00 - 4:30	Observations and visits to the various departments

Friday, February 26

1:30 - 3:30	Project personnel meet with Estacado teachers

Follow-up with content/curriculum consultants scheduled for March 23, 1993. Substitutes needed the entire day.

Agenda for March 23, 1993

Tech Prep Teacher Education Planning Grant
Funded by Tech Prep Professional Development Consortium
Texas A & M University
March 23, 1993

Morning Agenda

With 2 to 2-1/2 hours of meeting time, we will spend roughly 30 minutes per item on the agenda in order to make sure everything receives some attention. Thanks. (Meeting by content area with content consultant)

1. Discuss dominant impressions of the visits
   - A. Benefits to you as a teacher
   - B. Constructive criticisms - how could an experience like this be improved?
2. Identify specific topics which are currently taught and examine how they can be related to workplace practices. (Develop lesson plan(s))
3. did you see and/or hear something during your visits which suggest new topics for your curriculum? (Develop lesson plan(s))
4. Revisit "Concerns Which Address Teacher Benefits"
5. Prepare a brief written summary of your experiences in this project. It may contain some points previously made in discussions or some new points which have come to you reflecting upon earlier comments.

Lunch

Afternoon Agenda

Meeting as a whole group with Curriculum Specialist, Dr. Burga Jung, discussions will focus on how what was learned in the field can be used to create interdisciplinary lesson/unit plans.

Concerns Which Address Teacher Benefits Followed by Teachers' Written Responses

Concerns Which Address Teacher Benefits

1. The extent to which workplace activities can be a useful source of applications of the material and/or skills you teach.

2. The extent to which workplace activities help suggest curriculum reform; e.g., to either increase or decrease the emphasis we give to certain topics.

3. The extent to which workplace activities are a source of information to suggest new topics or skills which should be added to the curriculum.

4. The extent to which workplace activities are a source of ideas and information to improve our ability to integrate different disciplines in the school curriculum.

5. The extent to which this project has suggested ways to develop "partnerships" with the business community; for e.g., planning future field trips for students to visit the workplace, inviting a guest speaker to the classroom, soliciting the donation of unwanted equipment, discarded products, or other resources, etc.

6. The extent to which this project has increased your own awareness of workplace competencies and how well they are addressed in the school curriculum.

FEASIBILITY REPORT: SCIENCE

1) To what extent can workplace activities be a useful source of applications of the material and/or skills you teach.

The on-going communication with the various businesses, employers and employees will be very useful in suggesting examples as they arise. It was very interesting that everyone with whom we visited stressed the importance of problem-solving skills and adaptability skills!! These are obviously places to start and we actually got to see some situations that could be adapted to classroom use.

I was particularly interested in what our "hosts" felt about their secondary science classes. Most employees suggested an extreme deficit in the teaching of Human Biology. As an employee in the medical field, a concentration on human biology would have been very useful whether transcribing a doctor's notes, filing insurance forms, or helping the patients. They said that the usual cause of conflict was simply a lack of understanding (and thus frustration!) on the part of the patients. They suggested that an emphasis on biological prefixes and suffixes would be extremely useful. An example given was "Nephro" , a prefix meaning kidney.

2) To what extent can workplace activities help suggest curriculum reform; e.g., to either increase or decrease the emphasis you give to certain topics?

Several things came up over and over again as we visited the various businesses. Both employers and employees suggested that we focus on problem-solving skills and adaptability skills. They suggested much less emphasis on specific memorized facts and a much greater emphasis on general concepts- the big picture- and especially how humans fit into that big picture. Graphing skills were also mentioned as something valued but something in which most of their employees were lacking.

They also suggested certain qualities that they would like their employees to have. They want their employees to take pride in their work and have a sense of responsibility for the business. Employers are looking for people who can recognize and do QUALITY work. Quality control is extremely important - Much more important than I was aware of before our visit!! In addition, they are looking for employees with "people skills"- something I feel we are already addressing through cooperative learning.

The majority of the employees we talked to did not really feel that their biology class had been useful them - that perhaps if they had focused more on the human body and the vocabulary pertaining to it, then the course would have been much more pertinent to real life. This would help not only in their medically-related careers but also in communication with the doctors in their own lives. This would really be a BIG curriculum change for the LISD Biology Program as we do not teach any human biology at this time.

3) To what extent can workplace activities be a source of information to suggest new topics or skills which should be added to the curriculum?

Jobs are changing rapidly - about every 18 months!! All of our "hosts" emphasized the need for adaptability and flexibility for employees and businesses to be successful. Schools, however, are notorious for being resistant to change!!!!! In order to do a service to our kids, we have to acquaint them with change and flexibility. Where better to pull examples from than from the workplace! I see this as a unique and invaluable resource!!

4) To what extent can workplace activities be a source of ideas and information to improve our ability to integrate different disciplines in the school curriculum?

Most of the workplaces relied on their workers to have a variety of skills and abilities. We were able to see examples of actual situations which occurred daily in the employee's work and which could be used in our individual classes. Once we actually observed what was occurring in the workplace, we each had ideas of how we could use these in our classrooms.

The follow-up with Dr. Jung showed that, even without starting with a specific topic, we could integrate our individual subject objectives. I feel that as long as we remain creatively open, we will begin to see a variety of ways in which to do interdisciplinary units which have a direct correlation to the workplace and thus a much greater meaning to our students.

5) To what extent has this project suggested ways to develop partnerships" with the business community; for example, planning future field trips for students to visit the workplace, inviting guest speakers into the classroom, soliciting the donation of unwanted equipment, discarded products, or other resources, etc.

The contacts we made will be invaluable for future resources. This is something that I would have had great difficulty doing myself. I was really amazed at how eager the businesses were to have us see what they were doing and what skills they needed from their employees. I feel like they would bend over backwards to help us in any way possible. I look forward to maintaining contact with the people we met and introducing the kids to the "real world" through them.

6) To what extent has this project increased your own awareness of workplace competencies and how well they are addressed in the school curriculum?

I am a 17-year veteran of the classroom and began teaching as soon as I graduated from college. This experience was wonderful for me! It gave me the opportunity to see facets of various jobs that I would never have seen otherwise. The focused visit with the employees opened up aspects of their perceptions of schools, how they felt their secondary schooling had prepared them for the "real world", and how (and where) we might institute changes for the better.

Submitted by:
Pam Thomas

SUMMARY OF EXPERIENCES IN THE WORKPLACE

Overall I consider my experiences in visiting the workplace to be most beneficial. I can visualize that workplace activities can be a useful source for the skills I teach. I was given a specific example at Methodist Hospital. In my Speedwriting class we spend the first semester learning the new language and theories. Most of the second semester is spent building up dictation speed, usually through pre-recorded letters. I think I will change the course somewhat to include taking phone messages and instructions in speedwriting in the first semester. The lab supervisor told me during our visit that speedwriting would be a valuable skill to have to take instructions and messages from doctors on the phone because they talk so fast and they expect their instructions to be followed carefully. I will use data entry information and examples from those similar to what is used at Lubbock Radiology Associates to build 10-key skills in my computer classes. We currently have spelling bees in my Introduction to Business classes. I will integrate some type of spelling lessons in my other classes as well. Spelling, vocabulary, and communication skills came up time after time in the businesses we visited. I will contact the business manager at Lubbock Radiology Associates as well as the admitting supervisor at Methodist Hospital whenever I get ready to set up the Medical Administrative Systems course for next year. I asked both of these individuals if they would mind giving me some input and they both responded favorably. This new course at Estacado is specifically designed to prepare students for the medical office. What better source for information than a supervisor or manager in a medical office. The lab supervisor told me she would like to have an Estacado student in her office if they had the skills necessary to do the job. I have passed this information along to Paula Weldon, our office education teacher.

I was very favorably surprised at the unanimous response of how important keyboarding skills are for every employee no matter what area they are employed in or what position they hold. Even the phlebotomist at Methodist Hospital responded that keyboarding was one of the most important skills for a high school graduate to have. Personally I think that it should be a requirement of all high school graduates. We teach a necessary skill in today's society with computers being used in every aspect of life. Students that don't have this skill will not be as efficient as they could be.

I intend to have several guest speakers in my business classes. I think guest speakers will play a very important role in my Medical Administrative Systems course. Not have had actual experience in a medical office myself, I would like for my students to hear first hand what will be required of them when they actually go to work in a medical office.

Our visit to Texas Instruments was enlightening from a business management point of view. One of the supervisors we visited with in the production area told us about how the management at TI has displayed motivational posters around the plant to encourage a strong work ethic and pride about the company. I will use this example in my business classes. I would like to follow up on this and see if I can get some of the posters for my classroom or some similar posters. I would also like to visit the business or management office. At TI we learned how some printing calculators should not be used for business purposes because they can't withstand that much use. This would be a good topic to discuss in an office class as well as a general business class.

I feel I can use something from all three business we visited over the course of the two days. I think my subject fits in very well with Math and the medical aspect of my courses could fit in very well with the Science area, especially in medical terminology. I have already introduced a few of the things I saw those two days into my classes and I am looking forward to bringing in a lot more in the future.

Jeannie Coggins
Business and Computer Teacher

Concerns Which Address Teacher Benefits

Jay Driver, Mathematics/Computer Teacher

The workplace is a vital source for materials that can be used in the classroom. If I was taking a class in mathematics or computer science, I would want to be learning material that is relevant and widely used in the "real world." Textbooks are a wonderful resource and can become a crutch very easily for the teacher. However, for the student, this source for learning can become monotonous.

Methodist Hospital has been extremely open and generous to provide this group with data that can be used in the classroom. Actual data that is used to generate more data is what was given to us. Along with this data came graphs (computer-generated graphs). My students in the computer mathematics and computer science classes can now see that what they are learning has a purpose. We can even start obtaining and manipulating the data just as the business or hospital industry does. Now the learning is not directly from the textbook but is current and directly applicable to the "real world."

Texas instruments is another example. At TI virtually every task is used in some statistical model: from the numbers of calculators produced to the number of particles in the air. This data is gathered, projected, and charted.

I believe that this project has suggested ways to develop partnerships with businesses. First, businesses (TI especially) have expressed enthusiasm to give tours and even visit individual classes on campus. Lubbock Radiology Associates is willing now to donate business forms and gave leads on how to obtain unwanted equipment from a local professional organization. Without taking the time and discussing with these businesses (and all levels of their employees) a desire to see how they operate, it would be more difficult to implement actual problems, situations, and examples that would inspire learning for the students.

Concerns Which Address Teacher Benefits
James German, Mathematics Teacher

1. The extent to which workplace activities can be a useful source of applications of the material and / or skills you teach.

   The workplace can furnish examples, data, graphs, and real life situations for students to work on. most skills in math will involve problem solving.

2. The extent to which workplace activities help suggest curriculum reform; e.g., to either increase or decrease the emphasis we give to certain topics.

   Workplace activities will emphasize problem solving skills in math and de-emphasize rote memorization of formulas and repetition of problems.

3. The extent to which workplace activities are a source of information to suggest new topics or skills which should be added to the curriculum.

   I'm not sure new skills or topics would be introduced in the field of mathematics.

4. The extent to which workplace activities are a source of ideas and information to improve our ability to integrate different disciplines in the school curriculum.

   The workplace would be a good source of materials and ideas for problem solving. Graphs, data bases, spreadsheets from workplaces could be used as examples for problem solving.

5. The extent to which this project has suggested ways to develop "partnerships" with the business community; for e.g., planning future field trips for students to visit the workplace, inviting a guest speaker to the classroom, soliciting the donation of unwanted equipment, discarded products, or other resources, etc.

   The willingness of the people we have visited to do such things for us as speaking, donating materials and equipment, has shown the possibility of "partnerships."

6. The extent to which this project has increased your own awareness of workplace competencies and how well they are addressed in the school curriculum.

   I think the curriculum in math is slowly turning toward workplace competencies; e.g., UCSMP Algebra I and II books. These books are emphasizing problem solving and everyday situations.

Dr. Miller, I wrote some other thoughts on these concerns yesterday. They are attached to these thoughts.

TO: Diane Miller
FROM: James German
DATE: March 22, 1993

Experiences such as the tour to Methodist Hospital can be beneficial to the teaching profession. Applying what we saw and experienced will be a bit of a task, but in the long run I think it will help students to understand more the importance of mathematics in the workplace and, therefore, its importance in their lives.

The tour of the hospital was an enjoyable one. The eagerness of the people there to cooperate and guide us shows the willingness and apparent necessity for them to integrate the workplace with schoolwork.

It was apparent that in most situations, from the lab to the accounting offices, that a higher level of mathematical application will be tough to find. Basic levels of math, however, can be found. Problem solving seems to be the most apparent skill needed in most situations.

Learning to work together seemed to be the most basic skill needed to be achieved. Cooperation of fellow workers seemed to be the answer given by everyone who talked to us.

My biggest concern about this study is the need for more teachers to be involved. I think it is nice for us to try to come up with lesson plans for this workplace situation, but it would be better if there were more people to brainstorm with. Instead of one person from the math dept., four or five would have more capacity to think of better ideas. **This would also give more people the chance to become familiar with this concept and accept it.**

In closing, I thought this was a good idea for showing students the importance of math in the workplace. I do feel that more participation by more people is needed to pique interest.

Concerns Which Address Teacher Benefits
Gary Potts, Mathematics Teacher

1. The extent to which workplace activities can be a useful source of applications of the material and/or skills you teach.

   Workplace activities can be a useful source for orgaining insight to the application of mathematics. The visit to Texas Instruments Quality Control emphasized the use of ratios and uses of probability versus textbook examples such as predicting the roll of dice. Further, the TI management emphasized the use of graphs and charts and their desire that their new employees be able to create and interpret such graphic displays. The visit to Lubbock Radiology was not as beneficial in a mathematical sense which points out that different businesses have different needs.

2. The extent to which workplace activities help suggest curriculum reform; e.g., to either increase or decrease the emphasis we give to certain topics.

3. The extent to which workplace activities are a source of information to suggest new topics or skills which should be added to the curriculum.

   For 2 & 3, the short visit to only two businesses did not bring to mind curriculum reform or new topics to incorporate into the curriculum.

4. The extent to which workplace activities are a source of ideas and information to improve our ability to integrate different disciplines in the school curriculum.

   Observing workplace activities makes the integration of disciplines more "visible". It draws together how a manager uses mathematics, science, and business skills to manage personnel, plan and make business decisions.

5. The extent to which this project has suggested ways to develop "partnerships" with the business community; for e.g., planning future field trips for students to visit the workplace, inviting a guest speaker to the classroom, soliciting the donation of unwanted equipment, discarded products, or other resources, etc.

   Possibilities for developing partnerships in addition to teachers visiting the workplace are:

   a) *Produce short videos that are topic specific and that relate to a local workplace.*
   b) *Have local businesses develop topic specific problems that their employees face frequently.*
   c) *Develop a local handbook that illustrates how algebra/geometry is*

used in the workplace.

d) *Have employers talk to students in the classroom and specifically tell them the mathematical skills s/he expects from new employees.*

6. The extent to which this project has increased your own awareness of workplace competencies and how well they are addressed in the school curriculum.

The experience was interesting but I personally do not think that the concept of having numerous teachers tour the workplace or participate in a short term summer program world be totally feasible. My reasoning is as follows:

Time and expense are a problem. In one day we were able to visit only two businesses. In monetary terms to pay for substitute teachers plus time spent preparing for a substitute teacher, this quickly becomes an expensive endeavor to expose teachers to just two businesses. Further, I would not consent to be out of my classroom for this purpose more than once a semester just to visit two businesses. This drawback could be alleviated possibly if teacher in-service days were used. However, it would be a coordination nightmare if the city businesses were saturated with math, science, and business teachers all visiting on the same day.

Many high school students, particularly in our minority school, would not relate to what we saw. They would need some kind of exposure to the manufacturing process, quality control, repair, etc., at TI and insurance practices, billing, etc., at Lubbock Radiology. This would have to be done through a video, a field trip, or possibly a speaker from the business. Could this be done for all major business/career fields represented in Lubbock?

Sample Lesson Plans

LESSON PLAN

Friday, April 23, 1993
Unit V
Chapter 6

Learning Objectives: Upon completion of this lesson the learner will be able to:

(1) Explain the function of the transportation department at Methodist Hospital and why statistical data is important to them.

(2) Evaluate data given in narrative form to determine possible layouts of the data in a spreadsheet.

(3) Use a spreadsheet grid worksheet to begin the planning stage of a computer spreadsheet.

(4) Create a new spreadsheet on the computer with values, labels, and formulas.

Lesson Activities:

1. Take attendance and place folder on door.

2. Begin wheelchair activity. Students will break into groups of three or four. Roles of students will be patient, supervisor, transportation employee, and timekeeper. Each student will wear a badge displaying his job title. The transportation employee is responsible for transporting the patient, while in a wheelchair, on a short journey in the building. At this point the student will not know the purpose of this activity. The supervisor is responsible for making sure that the transportation employee transports the patient at a realistic pace, and that he does his job properly. The timekeeper will be responsible for measuring the amount of time it takes the transportation employee to complete his job.

3. There will be a class discussion on how this demonstration is similar to the jobs of the transportation employees at Methodist Hospital. We will discuss the real responsibilities of these employees and how their performance affects the transportation department and the operation of the hospital.

4. Teacher will pass out a handout titled "Methodist Hospital Transportation Department Spreadsheet Activity." Teacher will explain her visit to Methodist Hospital and witnessing the transportation employees doing their jobs. The handout will contain data received from the hospital on the day of the teacher's visit, but it will be in a narrative form.

5. The teacher will lead the students in a discussion on what type of information is included in the data and how it might be categorized to set up a spreadsheet.

6. The students will receive a second handout titled "Spreadsheet Grid." This will be a planning tool to arrange the Methodist Hospital data in columns and rows to eventually be an actual electronic spreadsheet. The teacher will have an exact duplicate of the "Spreadsheet Grid" on an overhead transparency to guide the students in setting up their practice spreadsheets.

7. Titles, column headings, data format, and formulas will be discussed at this time, while in the planning stage, to be included when the students begin their computer activity of creating their spreadsheets. Students will continue to fill in data on the planning sheet while the teacher walks around the room to spot check the worksheets.

8. Both handouts will now be taken to the computers by the students to begin the actual computer spreadsheet. The students have their own ID codes and passwords for the IBM network and they are very familiar with the logon procedure. They are capable of doing this without direction. Students are instructed to begin setting up their spreadsheets on the computer and complete the assignment if time allows. If there is not sufficient time to complete the assignment on this day, students will save their work to be complete during the next class period.

9. Students will return to their desks and discuss any problems that might have occurred while creating their spreadsheets. Teacher will close the lesson by asking students why it is important to display data in an organized manner.

END OF LESSON

MATERIALS NEEDED:

Worksheet--Spreadsheet Grid
Worksheet--Methodist Hospital
Walkie Talkies
Wheelchairs
Employee badges
Overhead transparency--Spreadsheet Grid

EVALUATION:

Teacher will check students' spreadsheet planning grids while in process. Teacher will ask individual students verbal questions during lesson. Final printout of spreadsheet will be graded.

Jeannie Coggins
Estacado High School
Lubbock, Texas

METHODIST HOSPITAL

Transportation Department
Spreadsheet Activity

The Transportation Supervisor at Methodist Hospital has asked you to prepare a spreadsheet containing statistics for the transportation escorts. Each Escort will have statistical information in the following categories: Escort Code, an Average Time, an Average Standard, # of Moves Within Standard. You are also to include each Escort's Average Variance from the Standard and the % of Moves Within the Standard. You should also include totals for each of these categories. Please look at the following data and prepare a spreadsheet on the computer to report this information.

You will need to use a Spreadsheet Grid worksheet to begin the planning stage of the spreadsheet before you go to the computer.

004 Julie Skipper--her average time is 15, average standard is 28, # of moves is 28 and # of moves within standard is 25.

016 John Terrell--his average time is 37, average standard is 45, # of moves is 25 and # of moves within standard is 19.

020 Lupe Sanders--her average time is 15, average standard is 26, # of moves is 28 and # of moves within standard is 26.

022 Chris Renfro--his average time is 25, average standard is 29, # of moves is 20 and # of moves within standard is 14.

024 Tiffaney Patterson--her average time is 19, average standard is 25, # of moves is 15 and # of moves within standard is 12.

029 Norma Mote--her average time is 23, average standard is 34, # of moves is 32 and # of moves within standard is 24.

030 Erik Herrera--his average time is 17, average standard is 27, # of moves is 13 and # of moves within standard is 11.

033 Kevin Parrish--his average time is 15, average standard is 30, # of moves is 1 and # of moves within standard is 1.

046 Yolanda Llanas--her average time is 11, average standard is 33, # of moves is 44 and # of moves within standard is 41.

056 James Hamilton--his average time is 17, average standard is 28, # of moves is 36 and # of moves within standard is 34.

Spreadsheet Grid

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										

VISITATION TO METHODIST HOSPITAL LABORATORY

A Science Perspective

I. SCENARIO:

Biology students visit a hospital laboratory. They meet and visit with the following personnel: phlebotomists, medical technologists, and a microbiologist. During their tour , they observe the following procedures taking place:

- Processing blood
- Blood typing
- Centrifugation of blood
- Preparation of slides of pathological specimens
- Staining slides
- Testing urine
- Identification of parasites through fecal & blood smears
- Preparation of specific agars
- Streaking petri dishes
- Preparing slants
- Growing Bacteria
- Identification of Bacteria
- Growing yeasts and other fungi
- Identification of various strains of yeast and other fungi
- Determining the most effective antibiotic
- Extensive use of microscopes

It soon becomes quite evident that this one visit in itself becomes an entire unit not just a simple 'one-shot' plan!!

II. Unit Objectives:

1. Students will visit a hospital laboratory to observe the formal (workplace) use of techniques they will learn in biology and record all techniques in a field journal. [Emphasizing writing, observing, and brainstorming]

2. Students will contact colleges and personnel offices concerning training and salaries involved with the occupations they came in contact with at the hospital. [Emphasizing career education, mathematics, and cost analysis]

3) **Students will come back to the laboratory and actually perform the same types of techniques themselves in an outcome-based setting with a rubric used for assessment.** [Emphasizing application and authentic assessment]

III. Sample Individual Lesson Plan

Gram-Staining Bacteria

A. Desired Outcomes:

- The process of Gram Staining
- Relevance through determining the cost effectiveness of experience

B. The student will:

- Demonstrate the technique of Gram staining bacteria
- Make careful time-referenced notations in his scientific notebook
- Perform the procedure on ten (10) different types of bacteria
- Distinguish between gram-positive and gram-negative bacteria
- Determine the relevance of cost effectiveness of experience versus training through a time comparison with an unknown
- Demonstrate the proper safety techniques when handling possibly pathogenic bacteria

C. Assessment: [Each method will have its own individual rubric]
The student will demonstrate competency by the following methods:

- Select three slides as examples of 'Quality' work and submit them to the teacher for evaluation.
- Write a protocol for the Gram-Staining technique, explaining how it works and how it can be used in the identification of bacteria.
- Calculate the total cost of the procedure as it might be done by both a person in training (the student's first slide) as well as by a more experienced technician (his final slide).
- Identify an unknown bacteria as either Gram-Positive or Gram-Negative
- Identify two mixed unknown bacterial strains (out of a possible 21) through applying all techniques learned in the microbiology unit

D. Texas Essential Elements addressed:

#1 - Manipulating laboratory materials and equipment
    1A demonstrating the safe use of biological equipment and selected chemicals
#2 - Acquiring data through the senses
    2B examining biological specimens
    2C recognizing patterns in nature

#3 - Classifying, ordering, and sequencing data
    3A classifying plants, animals, protists and viruses according to evolutionary similarities and differences
#4 - Communicating orally and in writing data and information in appropriate form
    4A describing biological processes and interactions
    4B explaining meaningful arrangements of biological information
#5 Measuring using relationships to standards
    5A measuring biological quantities
#6 Drawing logical inferences, predicting outcomes, and forming generalized statements
    6B deducting a biological hypothesis from experimental data
    6C examining alternative scientific evidence and ideas to test, modify, verify, or refute scientific theories
#7 Relating objects and events to other objects and events
#8 Applying defined terms based on observations
#9 Identifying and manipulating the conditions of investigations
    9B choosing an experimental design to test a biological hypothesis
#10 Applying science to daily life
    10B evaluating consumer skills as they affect human well-being
    10C evaluating applications and career implications of biological principles and the research findings

Miscellaneous News Releases

1992

Sophomores Brennan Randel and Candice Queenan greeted Dr. L. Diane Miller, associate professor of mathematics at Texas Tech, at a reception for the Estacado High School Medical Professions Program.

LUBBOCK AVALANCHE-JOURNAL
Saturday, February 27, 1993

Tour steers teachers away from rote route

By BILL ORR
Avalanche-Journal

Five Estacado High School teachers toured local businesses this week, trying to figure out how to prepare students for the real world. When the educators gathered Friday to talk about what they had learned, they came to the same conclusion – rely on dry textbooks less and hands-on experience more.

Some even tossed about ideas considered sacrilege just a few years ago – overturning the traditional method of teaching.

"But not all teachers have come to this," said Patti Blide, Estacado's assistant principal for instruction. "They still say, 'Take it down and regurgitate it on the test.' "

With a grant from Texas A&M University, the Estacado teachers, along with a Texas Tech professor, visited Lubbock Radiology Associates, Texas Instruments and Methodist Hospital to watch some high-tech professionals at work.

The small study, called the Tech-Prep Teacher Planning Education project, is an experiment in education reform.

For years, business leaders have complained about high school graduates entering the work place unable to keep pace with high-tech workers in Germany and Japan.

The Tech-Prep project hopes to change that with a two-one punch blending classes with careers.

"The aim is to make the link between what's taught in the schools and what students need to know in the work place," said Diane Miller, director of the project and associate professor of mathematics at Tech.

Another part of the project's thrust: to help students find their element in life at an earlier age so they won't spend so many post-graduation years lost and wandering about.

The program would reduce passive, rote memorization and apply subjects such as math and science to everyday life – something that has begun already.

"There are teachers right now using the stock markets to teach math," Blide said.

So that isn't new. What is new, at least for Estacado, is taking a serious approach to cultivating ties with the business community.

Miller, carrying under her arm a notebook called "Fast Track to the Future," said businesses already have shown a healthy interest in the young program, adding that when teachers make contacts in the business world they open up a new range of educational possibilities.

But what about changing the curriculum and ending systematic teaching standards?

The teachers were confident that it could be done.

"Two or three years ago it was all conformity," math teacher James German said. "But now, with this site-based management we have, there's more freedom for us to teach what we want."

TI joins consortium to prepare future workforce

Secondary and post secondary math and science educators with Tech Prep were on site recently to learn how math and science are being used on the job. Pictured are (left to right): TI Staffing Manager Mike Jackson, Coronado H.S. math teacher Jim Miller, Estacado H.S. Business Teacher Jeannie Coggins, Estacado Math Teacher Gary Potts, Estacado Science Teacher Pam Thomas, Estacado Math and Computer Science Teacher Jay Driver, Tech Math Professor Dr. Diane Miller, and Western Illinois University Project Consultant Dr. Charles Mitchell.

There's a lot of speculation about workforce 2000 and what the future has in store for business and industry. Like the motto of the true scout, emphasis is placed on being prepared. And what better place to start than with education?

The South Plains Tech Prep Consortium is a group of business leaders and educators who believe the key to the future lies in a skilled and educated workforce.

"We want to make sure the children get enough mathematics and science to meet the needs of a highly technical job market," said Mike Jackson, HR staffing manager.

Jackson represents Texas Instruments on the Tech Prep steering committee. He and several representatives from area businesses provide input on what the jobs of the future will be and what types of educational curricula are needed.

A national program, Tech Prep developed in response to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Its purpose is to develop an educational system that will train and educate a quality workforce to compete in a global market.

"Math and science are the keys to the future," said Jackson. "The Tech Prep program puts emphasis on technical and analytical courses, targeting children as early as grade school."

Jackson explained that the proposed curricula allows students entering high school to choose either Tech Prep or College Prep paths. Tech Prep prepares students for technical jobs and equips them with the educational skills they need to enter the workforce directly.

"Or they may continue their technical education at a community college," added Jackson.

"The challenge is to convince school districts to move in this direction," he continued.

"They have to follow rules and guidelines from the Texas Education Agency and State School Board."

Tech Prep works on the grass roots level with the teachers and counselors at local schools and colleges.

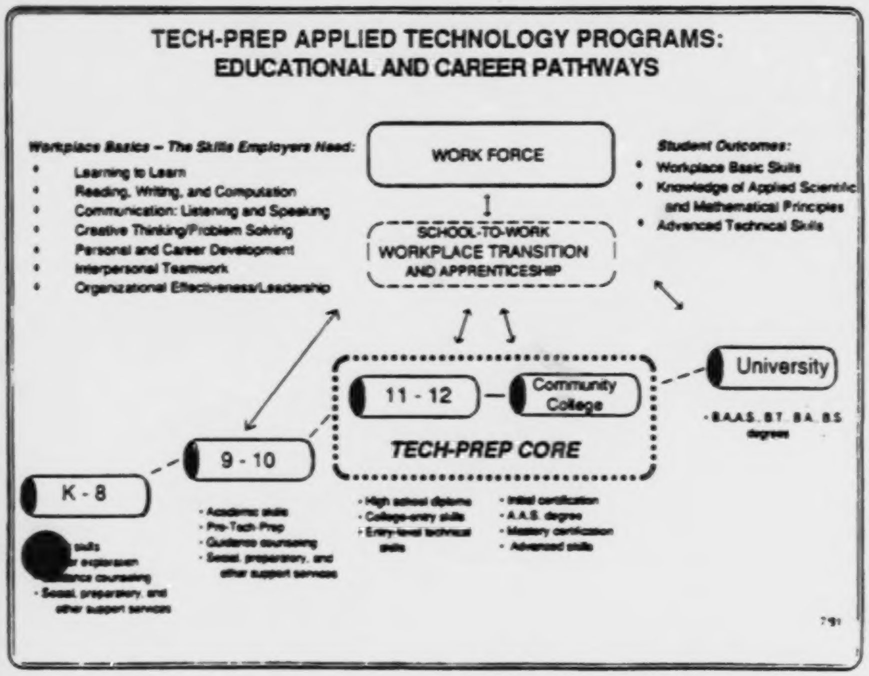
"We're confident that the merits of the program will be communicated throughout the educational system," said Jackson.

The local consortium serves 15 counties on the South Plains and was organized in 1991 with Federal grant money awarded to South Plains College. The consortium reports to the Department of Commerce, Texas Higher Education Coordinating Board and Texas Education Agency.

There are 25 Tech Prep consortia in Texas. In addition to Lubbock, TI is represented on consortium in Sherman, Temple, Midland/Odessa, Austin and Houston.

Including Jackson, there are currently six TIers from the Lubbock site serving on the local consortium — Manufacturing Engineers Joel Dobson, Roger Hays and Marilyn Hubbard; Training and Systems Supervisor Donna Walker; and Training and Development Supervisor Don Halsey.

"Tech Prep is important to TI," said Jackson. "As Staffing Manager I know the merits of preparing a quality workforce."


TECH-PREP APPLIED TECHNOLOGY PROGRAMS: EDUCATIONAL AND CAREER PATHWAYS
Workplace Basics – The Skills Employers Need:
Learning to Learn
Reading, Writing, and Computation
Communication: Listening and Speaking
Creative Thinking/Problem Solving
Personal and Career Development
Interpersonal Teamwork
Organizational Effectiveness/Leadership
WORK FORCE
SCHOOL-TO-WORK WORKPLACE TRANSITION AND APPRENTICESHIP
Student Outcomes:
Workplace Basic Skills
Knowledge of Applied Scientific and Mathematical Principles
Advanced Technical Skills
K - 8
Social, preparatory, and other support services
9 - 10
Academic skills
Pre-Tech Prep
Guidance counseling
Social, preparatory, and other support services
11 - 12
Community College
TECH-PREP CORE
High school diploma
College-entry skills
Entry-level technical skills
Initial certification
A.A.S. degree
Mastery certification
Advanced skills
University
B.A.A.S., B.T., B.A., B.S. degrees
7'91

F3. West Texas A&M University, Canyon

MANAGEMENT OF TECH PREP PROGRAMS:

Integration of Tech Prep into Teacher Education

ANNUAL REPORT

Submitted
to
Tech Prep Statewide Professional Development Consortium
Texas A&M University

Norman T. Guffy and Gerald C. Chen

Division of Education
West Texas A&M University
June 30, 1993

MANAGEMENT OF TECH PREP PROGRAMS

Annual Report
November 1992 - June 1993

TABLE OF CONTENTS

I. INTRODUCTION 1

II. PURPOSE AND GOALS 2

III. PROJECT IMPLEMENTATION AND RESULTS 3

IV. YEAR TWO PLAN 5

APPENDICES

APPENDIX A 9
Organization Resources for Tech Prep

APPENDIX B 12
References and Resources

MANAGEMENT OF TECH PREP PROGRAMS:

Integration of Tech Prep into Teacher Education

Norman T. Guffy, Gerald C. Chen, Deborah P. Pickering
Division of Education
West Texas A&M University

I. INTRODUCTION

The mission of the Division of Education at West Texas A&M University is to provide a comprehensive educational program designed to produce graduates who are well prepared for their roles as educational leaders of young people in our society. Recognizing that teaching, counseling and being an administrator involve ever changing technologies, new educational initiatives and curriculum reform, the faculty members in the division determine the needs and develop teacher education curriculum and programs to prepare educational professionals for the schools of the 21st century.

The prosperity and stability of a democratic society relies on its responsible citizens and productive work force. The Secretary's Council on Achieving Necessary Skills (SCANS) is one of many reports emphasizing the need for education to prepare students with the skills and competencies essential for today's work force. An effective and seamless school-to-work transition can be accomplished with only with well planned and implemented Tech Prep programs in the secondary and postsecondary schools.

Authorized by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, and funded and administered by the Tri-Agency team of Texas Higher Education Coordinating Board, Texas Education Agency and the Texas Department of Commerce, 25 Tech Prep local consortia were established in 1992. A great deal of work has gone into the development and implementation of Tech-Prep education in the secondary and post-secondary schools in Texas, however, there is also a urgent need for teacher education programs to prepare teachers, counselors and administrators with Tech Prep concepts, program organization, and curriculum to ensure successful implementation of Tech Prep education. The Statewide Tech Prep Professional Development Consortium was established to provide a forum, and to provide professional development opportunities for teachers, counselors and administrators throughout Texas.

Faculty members in the Division of Education and various academic programs at West Texas A&M University have been involved in planning, developing and delivering professional development programs for teachers, counselors and administrators in Texas Panhandle schools. The long term successful implementation of Tech Prep programs in secondary and post-secondary schools requires educators at all school levels, who are informed and committed to Tech Prep education.

II. PROJECT PURPOSE AND GOALS

The purpose of this project is to infuse Tech Prep contents in the teacher education at WTAMU. During the first phase of this project, the project team members identified competencies and compiled course materials for the Tech Prep teachers education. Major tasks and activities to accomplish the project goals involve research, instruction, methodologies, project management, and integration. The project goals are:

Goal 1: To provide information and foster a research environment for teacher educators to encourage and facilitate Tech Prep research, curriculum development and effective instructional activities.

Goal 2: To provide instruction to pre-service and in-service teachers, counselors and administrators in order to assure a thorough understanding of Tech Prep program implementation.

Goal 3: To take advantage of new instructional technologies by utilizing the most effective means as a delivery system or systems for Tech Prep education.

Goal 4: To present Total Quality Management concepts and procedures to teacher educators, pre-service and in-service teachers, counselors and administrators, and to ensure continuous improvement of the Tech Prep education program.

Goal 5: To accomplish the integration of the Management of Tech Prep Programs contents and methods in teacher education curriculum.

Activities and tasks accomplished for each goal during the first phase (Year One) are noted in the updated project operational plan section of this report.

III. PROJECT IMPLEMENTATION AND RESULTS

This project is funded through a grant from the Statewide Tech Prep Professional Development Consortium. The project began in November, 1992 with the formation of project team directed by Dr. Ted Guffy, Professor and Head of the Division of Education and Dr. Gerald C. Chen, Associate Professor of Engineering Technology. Dr. Guffy is currently the chairman of the Panhandle Tech Prep Consortium Professional Development Committee. Dr. Chen is the vice chairman of the Panhandle Tech Prep Consortium Board of Directors. He also is a member of the executive committee of the Panhandle Quality Work Force Planning Committee. The project research assistant is Deborah P. Pickering. Ms. Pickering is a graduate student at West Texas A & M University. Her responsibilities for the project include conducting a literature search and compiling Tech Prep course materials.

One of the major tasks of this project during Year One is to initiate and maintain close communication and partnership with organizations and agencies which are involved in the Tech Prep program implementation in the state and the Panhandle region. These organizations and agencies are listed in Appendix A. This project has taken advantage of the cooperation of the university, organizations and agencies by obtaining Tech Prep information, and human and technical resources which contribute to the contents of Tech Prep teacher education curriculum.

A search was conducted to identify the current literature available on Tech Prep. Printed materials and relevant media collected and compiled for the project include information from the following sources:

A. Special Topics in Implementing Tech Prep
Statewide Tech Prep Professional Development Consortium
Texas A&M University Graduate Course/TTVN

B. Total Quality Management Teacher Workshop
TQM/Tech Prep Curriculum Development
Temple Junior College

C. Academic Technical Algebra
Joint Curriculum Development Project
Amarillo ISD
Canyon ISD
Panhandle Tech Prep Consortium

D. Professional Development Workshop Materials on:
Mathematics, Communication, and Science
Panhandle Tech Prep Consortium

E. Panhandle Quality Work Force Planning Committee
Final Report, 1990-1992
Labor Market Report, 1992-1993

F. Plan for Tech Prep/JTPA Coordination
Panhandle Regional Planning Commission

G. Automated Student Follow-up Project
State Occupational Information Coordinating Committee

H. Texas Tech Prep Guidelines
Texas Higher Education Coordinating Board
Texas Education Agency
Texas Department of Commerce

The project has focused on the three major areas of Tech Prep teacher education: Counseling/Career Planning, Curriculum Development, and Resource Management. Additional topics covered are Instructional Delivery Systems and Total Quality Management.

The project team members have identified issues and resources for Tech Prep teacher education curriculum. Course content, activities and instructional strategies for each component to be included in the modules, are being compiled and developed. The organization of the course content allows teacher educators to incorporate selected Tech Prep course contents into the classroom as relevant.

The project team members also have identified undergraduate and graduate teacher education courses in the Division of Education at WTAMU to integrate Tech Prep instruction during the 1993-1994 academic year. These courses are listed in the following:

EDX 361	Foundations of Education II
EDS 420	Teaching in Secondary School
EDX 5501	Educational Research
EDX 5515	Career Counseling and Vocational Assessment
EDX 6609	Curriculum and Instruction Management System

The topics of the Management of the Tech Prep Programs include the following modules and units. The resources and references for each topics are included in Appendix B.

I. Tech Prep Concepts
    a. Definition of Tech Prep
    b. Origin of Tech Prep
    c. Legislation
    d. Tech Prep Programs in Texas
    e. Panhandle Tech Prep Consortium

Three Major Components of Tech Prep Teacher Education:

IIA. Counseling/Career Planning
  a. Need for Counseling/Career Planning
  b. The Role of Parents, Teachers and Counselors
  c. Student Career Planning in Tech Prep
  d. Role of Counselor in Tech Prep

IIB. Curriculum Development
  a. Tech Prep Models
  b. Secretary's Council on Achieving Necessary Skill
  c. Applied Academics
  d. Technical curriculum and DACUM
  e. Integration of Applied Academics in Tech Prep Programs

IIC. Resource Management
  a. Definition
  b. Organization Resources for Tech Prep Programs (Appendix A)
  c. Technical Resources

III. Instructional Delivery Systems for Tech Prep
  a. Learning Styles
  b. Traditional Instructional Modes
  c. Computer Integrated/Multimedia Instructional Systems
  d. Distance Learning: STARLINK, TTVN and local video links.

IV. Total Quality Management
  a. TQM Principles
  b. TQM Techniques and Tools
  c. Applications for Education
  d. TQM Implementation Models

IV. YEAR TWO PLAN

The status and progress of the project is presented in the updated operational plan as shown in Table 1. The project team will complete the instructional material development and new materials will be added to the program as needed. The preparation of printed instructional materials, Tech Prep Resource Guide for teachers, and instructional media will be continued during the summer and fall semesters of 1994.

During the second phase (Year 2 and 3) of the project, graduate students enrolled in education and research courses will be directeded to conduct research on Tech Prep related topics. Selected students' research will be supported by the project. The research activities would enhance students' learning; and to build and strengthen the content of **Management of Tech Prep Programs.**

The student research will be directed and focused on the following areas for the Tech Prep implementation: (a) integration of applied academic curriculum, (b) labor market information for Tech Prep, (c) automated student follow-up, (d) learning styles, and (e) computer integrated/multimedia instructional delivery systems for Tech Prep.

Table 1

Three-Year Plan Update

Year 1: November 1992 - June 1993
Year 2: - June 1994
Year 3: - June 1995

Goal	Performance Measures	Timelines	Status as of **June 1993**
Goal 1: RESEARCH To provide information and foster research environment for teacher educators...	a. Project starts.	11/92	Completed
	b. Form project team.	11/92	Completed
	c. Develop project evaluation scheme and procedures.	11/92-12/92	Completed
	d. Establish resource contact: Tech-Prep consortia, QWFPC, PRPC, and other entities.	11/92	Completed
	e. Conduct Tech-Prep literature search.	11/92-6/93	Ongoing
	f. Identify teacher education courses to infuse Tech-Prep.	1/93	Completed
	g. Compile, develop preliminary Tech-Prep course materials.	1/93-6/93	Completed

Goal 2: INSTRUCTION To provide instruction to preservice and inservice teachers, counselors, and administrators...	a. Review, refine, and validate materials.	3/93-6/93	Ongoing
	b. Field-test Tech-Prep contents in selected courses.	Summer 93 & 9/93	Ongoing
	c. Update and revise as needed.	9/93-12/93	
	d. Integrate into curriculum.	1/94	
Goal 3: METHODOLOGY To take advantage of new instructional technology...	a. Prepare printed materials for duplication and dissemination.	9/93-12/93	
	b. Develop instructional media as needed.	9/93-12/93	
	c. Evaluate available distance learning systems for remote site instruction. These systems include: TVVN, STARLINK, and Panhandle-South Plains Center for Professional Development and Technology's Network.	6/93	Ongoing
Goal 4: MANAGEMENT To present TQM concepts and procedure...	a. Specify quality management procedures, specifications and responsibilities for each phase of this project.	11/92-1/93	Completed
	b. Develop total quality management procedures and instruments to be used for Tech-Prep implementation.	1/93-6/93	Ongoing
	c. Integrate/infuse into selected teacher education courses.	Summer 93 & 9/93-6/94	Ongoing

Goal 5: INTEGRATION COMPLETE INFUSION To accomplish the integration of the **Management of Tech-Prep Programs** into teacher education curriculum.	a. Integrate Tech-Prep into teacher education curriculum. b. Continuously update, improve, and enhance the Tech-Prep instruction at WTSU. c. Teachers, counselors, administrators are equipped with knowledge for successful Tech-Prep implementation.	9/94-6/95	

APPENDICES

APPENDIX A

Organization and Agency Resources for Tech Prep

Bureau of Apprenticeships and Training
U.S. Department of Labor
Box F13276
Amarillo, Texas 79101-1559
376-2276

Center for Occupational Research and Development
Information Services
PO Box 21689
Waco, Texas 76702-1689
(800) 231-3015

Center for Success in Learning
17000 Preston Road #400
Dallas, Texas 75248
(800) 488-9435 or (214) 407-9277

ERIC Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, Ohio 43210-1090
(800) 873-3742

JIST Works, Inc
720 North Park Avenue
Indianapolis, Indiana 46202-3431
(800) 648-5478

Midwest Curriculum Coordination Center
1500 West 7th Ave
Stillwater, Oklahoma 74074
(405) 377-2000

National Tech Prep Clearinghouse of Resources
Director
East Central Curriculum Coordination Center/NNCCVTE
Sangamon State University, F-2
Springfield, Illinois 62794-9243
(217) 786-6375

National Tech-Prep Network
Network Coordinator
PO Box 21689
Waco, Texas 76702-1689
(800) 972-2766

Panhandle Tech-Prep Consortium
Program Director
7200 I-40 West
Amarillo, Texas
354-4399

Panhandle Quality Work Force
Program Director
Suite 1020 Plaza II
Amarillo, Texas 79101
371-7577

Panhandle Regional Planning Commission
JTPA Representative
PO Box 9257
Amarillo, Texas 79105
372-3381

STARLINK
Director
9596 Walnut Street
Dallas, Texas 75243-2112
(214) 952-0340

State Occupational Information Coordinating Committee
Director Texas OICC
15th and Congress, Room 526T
Austin, Texas 78778
(512) 463-2399

Tech Prep Professional Development Consortium
Dr. Donald L. Clark, Director
Educational Human Resource Development Department
Texas A&M University
College Station, Texas 77843-3256
(409) 862-4100

Texas Comptroller
Regional Economic Development
3131 Bell
Amarillo, Texas 79106
358-0148

Texas Department of Commerce
Tech-Prep Planner
PO Box 12728
Austin, Texas 78711-2728
(512) 320-9800

Texas Education Agency
Director of Vocational Education Programs
1701 North Congress Ave
Austin, Texas 78701-1494
(512) 463-9446

Texas Higher Education Coordinating Board
Program Director, Tech-Prep
PO Box 12788
Austin, Texas 78701
(512) 483-6250

Texas Innovation Network
Executive Director
1950 Stemmons Freeway
Dallas, Texas 75207-3199
(214) 746-5140

TI-IN Network
121 Interpark, Suite 300
San Antonio, Texas 78216-1803
(210) 490-3900

Total Quality Learning, Inc.
PO Box 80133
Billings, Montana 59108-0133
(406) 652-7509

TQM/Tech Prep Curriculum Development
Temple Junior College
2600 South First Street
Temple Texas 76504
(817) 773-9961 ext. 274

APPENDIX B

References and Resources

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IIB. Curriculum Development

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IIC. Resource Management

National Career Development Guidelines Local Handbook(s). NOICC Training Support Center (NTSC) 1500 West Seventh Avenue Stillwater, OK 74074-4364 (405)743-5197

- Elementary Schools
- Middle/Junior High Schools
- High Schools
- Post-secondary Institutions
- Community & Business Organizations

A Comprehensive Career Development Guidance Program for Texas Schools. Educational Development and Training Center (EDTC) East Texas State University Commerce, TX 75429 (800)356-EDTC

III. Instructional Delivery Systems

Learning Styles:

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Quality Theory:

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APPENDIX G

Tech-Prep Graduate Level Courses.

G1. Syllabus for Spring 1993: Special Topics in Implementing Tech-Prep Programs

G2. Syllabus for Spring 1993: Managing the Tech-Prep Process: The Total Quality Management Approach

G1. Syllabus for Spring 1993: Special Topics in Implementing Tech-Prep Programs

SYLLABUS FOR SPECIAL TOPICS COURSE IN IMPLEMENTING THE TECH-PREP SYSTEM

COURSE DESCRIPTION: This course covers principles, strategies and practices of applying and implementing the tech-prep system in the areas of career guidance, curriculum development and applied teaching methodologies. Using a systems approach, it will show how these areas can be integrated to produce an effective learning environment for the student.

COURSE OBJECTIVES: Upon completion of the course, students will be able to:

1. Identify the necessary components of an effective career guidance approach for tech-prep students and implement them using the latest technologies.
2. Understand and implement principles and applied practices in developing tech-prep curricula.
3. Match teaching strategies and methods related to relevant concepts of changes in education and develop courses and methods to implement these changes.
4. Understand how to integrate the above in developing a competency-based approach to tech-prep curricula.

COURSE OUTLINE: Since the course integrates three aspects of the tech-prep system, the syllabus for the sessions for each aspect follow each other as they have separate objectives, content and references. However, these three aspects are linked together both during and after sessions dedicated to them.

Session 1. An overview of technical preparation will be presented and the implications of the tech-prep system from technological, social and cultural perspectives will be examined. How the three areas to be covered in the course relate to each other in the system approach and how they can be integrated will also be investigated. A team of the three instructors covering the three areas will facilitate this session.

Sessions 2-5. Career Guidance Component - Syllabus follows.

Sessions 6-9. Curriculum Development Component - Syllabus follows.

Sessions 10-13. Applied Teaching Methodologies - Syllabus follows.

Session 14. Further investigation into ways to integrate the areas of career guidance, curricula and applied methods will continue and ways to implement the necessary changes and the implications of those changes will be discussed. Plans by the students for implementing changes will be discussed. The instructor team will facilitate this session.

Session 15. An evaluation of the course and a final exam will be administered. The final will be facilitated by the instructor team. See evaluation section below:

STUDENT AND COURSE EVALUATION: Students will be evaluated by their participation in class discussions, exercises and projects, in addition to a final exam. The final exam will be a group exercise designed to have students demonstrate use of the competencies attained in the course to solve a problem/problems posed. The problem/problems will require an integrated, team approach for solution.

The course evaluation will enable the students to determine if their objectives have been met and what can be done for course improvement.

Career Guidance Component of Special Topics in Implementing Tech Prep Programs

Sessions 2-5

Session 1

- * The Changing Workforce -- Projections for the Future
- * The Needs of Today's Workplace - Implications for Career Guidance
- * Using Computers to Analyze Needs of the Work Place
- * Linking Education and the Workplace
- * Developing Employability Skills in Students

Session 2

- * The Role of Career Guidance in Tech Prep Programs
- * Components of a Comprehensive Career Guidance Program
- * Systematic Planning for Career Guidance
- * Identifying Career Guidance Needs of Students
- * Implementing a Comprehensive Career Guidance Program

Session 3

- * Incorporating Career Guidance Activities in the Classroom at Different Grade Levels
- * Involving Teachers in Career Guidance
- * Using Computer Assisted Guidance Programs

Session 4

- * Using and Interpreting Career Assessment Instruments
- * Developing Four Year and Six Year Tech Prep Plans

Career Guidance References

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Course Syllabus for the Segment, "Implementing Tech-Prep Curriculum," in IDED 689, "Special Topics in Implementing Tech-Prep Educational Programs"

Segment Description:

Principles and applied practices in developing and implementing curricula for different areas of programs of technical preparation (Tech-Prep). Process of curricular development and improvement using a systems approach.

Segment Objective:

To develop in currently practicing teachers, counselors, and school administrators perspective, confidence, and abilities needed to develop curricula for Tech-Prep programs.

Segment Outline:

Sessions 6-9

Session One

Unit 1: Analyzing the social, technological, and cultural "climate" of our society for curricular implications in tech-prep programs

Unit 2: Resolving the different forces affecting Tech-Prep curriculum decision-making

- a. Examining the different rationales for making curricular decisions
- b. Achieving "proper" perspective in making curricular decisions
- c. Identifying curricular realities in preparing people for the world of work
- d. Applying the decision-making process to curriculum development

Session Two

Unit 3: Using a systems approach in developing Tech-Prep curricula

- a. Identifying the elements of a complete systems approach
- b. Making a systems approach work

Session Three

Unit 4: Determining the content of Tech-Prep curricula

- a. Organizing the curriculum in terms of behavioral objectives
- b. Understanding and choosing among different approaches used in determining curriculum content
- c. Making job and/or task analyses as one approach to determining curriculum content
- d. Using the DACUM approach to develop curriculum content

Unit 5: Developing continuity within and among Tech-Prep curricula considering different curricular approaches, i.e., modular, horizontal, vertical, spiral, cross-sectional.

Session Four

Unit 6: Examining strategies for improving curricula involving personnel in inservice programs

Unit 7: Evaluating the success of curricula in Tech-Prep programs

Segment Texts: None

Segment Expectancies: (Tentative; see "Course Expectancies - IdEd 689-TP" [689-0-2-93])

1. Working with others in small groups, identify existing or emerging changes, forces, trends, or conditions with attendant implications for developing tech-prep curricula.

2. Identify and describe the forces at work within your community and school system that could change the tech-prep curriculum within the school.

3. Interview three people engaged in an occupation with which you are not familiar to (1) develop a listing (inventory) of the tasks they perform in the occupation, (2) for one task performed by all three persons, prepare a detailing sheet (task analysis), and (3) identify the supporting basic core competencies needed to perform that particular task.

4. As part of the final group exercise, you will be asked to assume a position as a member of a team in a secondary school OR in a postsecondary institution, either one with many problems, and make decisions involving different tech-prep curricula in several different situations.

Course References: (Tentative; see "Bibliography for IdEd 689" [689-0-3])

Books and Bulletins:

Armstrong, David G. Developing and Documenting the Curriculum. Boston: Allyn and Bacon. 1989.

Bellon, Jerry J. and Janet R. Handler. Curriculum Development and Evaluation. Dubuque, Iowa: Kendall-Hunt Publishing Company. 1982.

The Center for Research in Vocational and Technical Education. Procedures for Constructing and Using Task Inventories. Washington, D.C.: U. S. Government Printing Office. 1973.

Doll, Ronald C. Curriculum Pmprovement: Decision-Making Process. Boston, Mass.: Allyn & Bacon, Inc. 1986.

Finch, Curtis F. and John R. Crunkilton. Curriculum Development in Vocational and Technical Education, 3d Ed. Boston, Mass.: Allyn & Bacon, Inc., 1989. (4th Ed. avail. Jan. 93)

Lamm, R. D. Megatraumas: Americal at the Year 2000. Boston: Houghton Mifflin Company. 1985.

Mager, Robert F. Preparing Instructional Objectives, 2nd ed. Belmont, California: Pitman Management and Training. 1984.

Mager, Robert F. and Kenneth M. Beach. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers. 1967.

Manpower Administration, S.S. Dept. of Labor. Task Analysis Inventories. Bul. 478-170. Washington, D.C.: U.S. Government Printing Office. 1973.

Naisbitt, John. Megatrends 2000: Ten New Directions of the 90's. New York: Megatrends Limited, 1990.

National Center for Research in Vocational Education. The Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210

Directory of Task Inventories, Vols. I and II, 1974.

Performance-Based Teacher Education (PBTE) Modules. 1978. (Published by AAVIM for the Center.)

Smith, Brandon B. and Jerome Moss, Jr. Process and Techniques of Vocational Curriculum Development. Minneapolis: Minnesota Research Coordinating Unit for Vocational Education. 1970.

U. S. Department of Labor. Bureau of Labor Statistics. Occupational Outlook Handbook. 1988-89 Edition. Washington, D.C.: U.S. Government Printing Office, 1989.

Warne, Marcia and Wenden Waite. Assessment-based Vocational Curriculum Manual: The Bridge Between School and Community. Lanham, MD: University Press of America. 1987.

Wilcox, Brian, et al. The Preparation for Life Curriculum. London: Croom Helm. 1984.

Wiles, Jon and Joseph C. Bandi. Curriculum Development: A Guide to Practice. Columbus: C. E. Merrill Publishing Co. 1984.

Articles:

Cetron, Marvin J., Barbara Soviano, and Margaret Gayle. "Factors Affecting the Future of Schools," The Futurist, Vol. XXI, No. 2, March-April 1987.

Cetron, Marvin J., Wanda Rocha, and Rebecca Luckins. "Into the 21st Century: Long-Term Trends Affecting the United States," The Futurist, Volume XXII, No. 4, July-August 1988. pp. 29-40.

Galagan, Patricia. "Here's the Situation: A Quick Scan of the Trends that Experts Think Will Affect You Most," Training and Development Journal, July 1987. pp. 20-22.

Snyder, T. D. "Trends in Education," Principal, Vol. 67, 1987. pp. 23-27.

Journals and Magazines

Agricultural Education Magazine
Vocation Education (formerly American Vocational Association Journal)
Educational Leadership
Journal of Agricultural Education (formerly Journal of American Association of Teacher Educators in Agriculture)
Journal of Home Economics
Journal of Industrial Teacher Education
Phi Delta Kappan

Other: End-of-the-year issues of popular press magazines, e.g., Time, Newsweek, U.S. News and World Report, Popular Science, Popular Mechanics. Forecasting monographs issued occasionally by the U.S. Congress's Office of Technology Assessment.

APPLIED TEACHING METHODOLOGY FOR TECH-PREP

In practice, the matching of methods to the expected competencies is primarily concerned with providing the learner with an opportunity to be involved in the teaching-learning transaction.

In order to simplify the process, selection of instructional strategies will be discussed in relation to three criteria:

1. Objectives, including the level and domain of learning and the requirements of the task;
2. Learner characteristics; and
3. Constraints of the situation.

OBJECTIVES: As a result of participation in this segment, students will be aware of and capable of dealing with (a) the main espoused theories of teaching methodologies; (b) his or her espoused theories; (c) dilemnas relative to relating theory and practice from his or her personal perspectives as well as in the field.

PROCEDURES: This section of the course will be conducted using a combination of methods including mini lectures and seminar formats. Topics include learning paradigms, matching methods and learning levels, applied academics, and the integrated curriculum. Some outside experts in technology in education will be included.

TENTATIVE COURSE OUTLINE:

Sessions 10-13

Session 1. Change by Design - What is changing? How do we agree on what should be changed? Construction of a framework.

Session 2. Technology and education - Applied methodologies.
Approaches to learning - Learning styles, cooperative learning.

Session 3. Description of competency-based education - Input from business, environmental concerns, evaluating.

Session 4. The integrated curriculum and applied academics.

LEARNING ACTIVITIES: Learning activities to achieve course objectives will vary somewhat among participants depending on backgrounds and interests, but the following will be emphasized:

1. Reading of writings, research reports, the descriptions of practice that are most relevant. A supplement of readings is intended as a major means for acquiring new ideas in the course.
2. Class sessions are viewed as a major means of input of new ideas. Discussion in the sessions is meant for clarification, elaboration, and synthesis of ideas gained from readings and experience.

SPECIFIC COURSE OBJECTIVES: As a result of this section of the course, participants will:

1. Have the information concerning relevant concepts relating to the changes in education.
2. Have a greater knowledge base for matching teaching strategies and methods related to these changes.
3. Have the ability to develop courses and methods to implement related changes.

METHOD OF GRADING: Grading will be based on contribution in class discussion, and group project. The group project will entail the development of an integrated module that demonstrates the applied concept and relating to the competency-based approach. The project will be written and presented.

RECOMMENDED REFERENCES

Carnevale, A. P., Gainer, L.J., and Villet, J. (1990). *Training in America.* San Francisco: Jossey-Bass

Eisner, E. W. (1985) *The educational imagination: On the design and evaluation of school programs.* 2nd Ed. New York: MacMillan.

Investing in people: A strategy to address America's workforce crisis: (1989) A report to the Secretary of Labor, Washington, D.C.: Commission on Workforce Quality and Labor Market Efficiency.

Lave, J. (1988). *Cognition in practice: Mind, mathematics and culture in everyday life*. Cambridge: Cambridge University Press

Peters, R. (1987). *Practical intelligence: Working smarter in business and everyday life.* New York: Harper and Row.

Rugoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.

Rugoff, B. and Lave, J. (Eds) (1984). *Everyday cognition: Its development in social context.*

ADDITIONAL REFERENCES:

Hull, D. and Parnell, D. (1991). *Tech prep associate degree: A win/win experience*. Waco, TX: The Center for Occupational Research and Development.

West, C. K., Farmer, J. A., and Wolff, P. M. (1991). *Instructional design: Applications from cognitive science.* Englewood Cliffs, N.J.: Prentice Hall.

NOTE: Supplemental material will be handed out throughout the course.

G2. Syllabus for Spring 1993: Managing the Tech-Prep Process: The Total Quality Management Approach

COURSE SYLLABUS

TITLE: Managing the Tech Prep Process: The Total Quality Management Approach

INSTRUCTOR: Dr. Kenne G. Turner

PHONE: Work - (713) 580-2208
(409) 539-6851
Home - (713) 367-1197

SEMESTER: Spring, 1993

PURPOSE: The one word that is most common to the current vocabulary of both education and business is quality. We are all becoming conscience of the need to provide quality services and products through quality training and education. Since Tech Prep is being pushed as the curriculum best suited to prepare the majority of Americans for a quality life and work in a quality work place, then it follows that the management of this process should follow the Total Quality Management (TQM) approach currently being adopted by the business community. The purpose of this course will be to explore a practitioners approach to planning, designing and implementing Tech Prep based on the concept of TQM. The course will borrow heavily from the good ideas being generate both locally and nationally through the collaborative efforts of secondary education, postsecondary education and the business community working together in the use of quality improvement techniques for the purposes of implementing Tech Prep.

OBJECTIVES: A completing this course you will be able to demonstrate:

1. An understanding of Tech Prep from both a conceptual and process approach.
2. An understanding of the evolution of Tech Prep and it's relationship to "skills-based" or process approach to developing educational curricula.
3. A Knowledge of the economic, social and educational influences on the Tech Prep movement.
4. A knowledge of the common characteristics found in exemplary Tech Prep programs.

5. A knowledge of the preferred outcomes of Tech Prep programs.
6. An understanding of the false dichotomies perceived between Tech Prep and academic programs, and Tech Prep and vocational education.
7. An understanding of Tech Prep and educational reform.
8. An understanding of the new staff roles that must be developed as aspects of restructuring.
9. An understanding of the need to have accountability systems linked outcomes.
10. A knowledge of common Tech Prep organizational structures.
11. An understanding of the need and role of professional development in the management of and implementation of Tech Prep.
12. A knowledge of a business definition of quality
13. An understanding of the Deming and Juran approach to managing.
14. A knowledge of the principles of quality management.
15. An understanding of the parallels between Tech Prep and TQM.
16. An understanding of leadership and its responsibilities.
17. An ability to apply the principles of quality management to Tech Prep.
18. An ability to generate Tech Prep quality goals.
19. An understanding of effective tools for use to plan, design and implement Tech Prep by applying TQM.
20. An understanding of "who, what, where when and how" techniques to the team approach for implementing Tech Prep.

EVALUATION: The will be two major examinations, a mid-term and a final. A maximum of 100 points can be obtained on the mid-term, with a 200 point maximum for the final. An additional 150 points(maximum) can be obtained with the commpletion of a class project. Fifty points can be obtained througt attendance and class participation. The total points available will be 500 points. The grading scale for the course will be as follows:

450-500	A
400-449	B
350-399	C
300-349	D
below 300	F

ATTENDANCE: Attendance is important since most of the content of this course will be presented and supplements reading assignments.

REFERENCES: This course will not have a textbook, however the following reference materials will be a part of the learning environment in this course:

Brandt, R. (1992). The quality movement's challenge in education. *Educational Leadership*, 49,6,5.

Buchanam, W.T. (1988) *The motivating Manager*. Wimberley, TX: Value Concepts.
Camp, R.C. (1989) *Benchmarking: The search for industry best practices that lead to superior performance.* Milwaukee: Quality Press.

Commission of Excellence in Education. (1983) *A nation at risk.* Washington, D.C.: U.S. Department of Education.

Commission on the Skills of the American Workforce. (1990). *America's choice: High skills or low wages.* Rochester, N.Y.: National Center on Education and the Economy.

Congressional Record, 101st Congress, 2nd session (1990, August 2), The Carl Perkins Vocational and Applied Technology Education Act Amendments of 1990.

Gabor, A. (1990). *The man who discovered quality.* New York: Random House.

Hull, D. and Parnell, D. (1991). *Tech prep associate degree.* Waco, TX: The Center for Occupational Research and Development.

Juran, J.M. (1989). *Juran on leadership for quality.* New York: The Free Press.

Parnell, D. (1985). *The Neglected Majority.* Washington, D.C.: The Community College Press.

Pirsig, R. (1974). *Zen and the art of motorcycle maintenance.* New York: William Morrow & Company

Secretary's Commission on Achieving Necessary Skills (1991). *What work requires of schools: a SCANS report for America 2000.* Washington, D.C.: U.S. Department of Labor.

U.S. Department of Education. (1991) *America 2000: An education strategy.* Washington, D.C.

APPENDIX H

Workshop Evaluations.

H1. Tech-Prep Mini-Conference, Corpus Christi

H2. Counselor Workshop, College Station

H3. Teachers' Workshop, Lubbock

H4. Teachers' Workshop, Arlington - Fort Worth

H5. Teachers' Workshop, Tyler

H6. Teachers' Workshop, Houston

H7. Teachers' Workshop, San Antonio

H8. Teachers' Workshop, Alpine

H9. Teachers' Workshop, Abilene

H1. Tech-Prep Mini-Conference, Corpus Christi

Evaluation of

Tech-Prep Mini Conference

A Workshop Conducted by the

Tech-Prep Professional Development Consortium
Texas A&M University

August 5 - 6, 1992
Corpus Christi, Texas

QUALITY

Opening Session

Rating		Frequency
Low -	1	0
	2	0
	3	5
	4	4
High -	5	9
Average		4.22

Tech-Prep - The Pieces to the Puzzle

Rating		Frequency
Low -	1	0
	2	0
	3	3
	4	7
High -	5	7
Average		4.28

The Tech-Prep/Quality Work Force Connection

Rating		Frequency
Low -	1	0
	2	2
	3	5
	4	4
High -	5	6
Average		3.81

Integration of Academic & Vocational Sk

Rating		Frequency
Low -	1	0
	2	0
	3	4
	4	7
High -	5	11
Average		4.31

			QUALITY				
Total Quality Mangement				**SCANS - Learning a Living**			
Rating		**Frequency**		**Rating**		**Frequency**	
Low -	1	0		Low -	1	0	
	2	1			2	1	
	3	3			3	6	
	4	5			4	7	
High -	5	13		High -	5	7	
Average		4.36		**Average**		3.93	
Life in the Trenches with Tech-Prep				**Tech-Prep; T&I Interface**			
Rating		**Frequency**		**Rating**		**Frequency**	
Low -	1	0		Low -	1	0	
	2	0			2	0	
	3	5			3	3	
	4	6			4	6	
High -	5	11		High -	5	12	
Average		4.26		**Average**		4.43	

			QUALITY				
Questions and Answers				Overall			
Rating		Frequency		Rating		Frequency	
Low - 1		1		Low - 1		0	
2		0		2		0	
3		3		3		4	
4		6		4		7	
High - 5		7		High - 5		8	
Average		4.03		Average		4.19	

RELEVANCE

Opening Session		**Tech-Prep - The Pieces to the Puzzle**	
Rating	**Frequency**	**Rating**	**Frequency**
low - 1	0	low- 1	0
2	0	2	0
3	3	3	3
4	6	4	7
high - 5	9	high - 5	8
Average	4.33	**Average**	4.28
The Tech-Prep/Quality Work Force Connection		**Integration of Academic & Vocational Sk**	
Rating	**Frequency**	**Rating**	**Frequency**
low - 1	0	low- 1	0
2	2	2	0
3	3	3	1
4	6	4	8
high - 5	6	high - 5	12
Average	3.91	**Average**	4.52

			RELEVANCE				
Total Quality Management				**SCANS - Learning a Living**			
Rating		**Frequency**		**Rating**		**Frequency**	
low - 1		0		low - 1		0	
2		0		2		0	
3		4		3		6	
4		4		4		5	
high - 5		13		high - 5		10	
Average		4.43		**Average**		4.18	
Life in the Trenches with Tech-Prep				**Tech-Prep; T&I Interface**			
Rating		**Frequency**		**Rating**		**Frequency**	
low - 1		0		low - 1		0	
2		0		2		0	
3		3		3		2	
4		8		4		8	
high - 5		11		high - 5		11	
Average		4.36		**Average**		4.43	

		RELEVANCE			
Questions and Answers			**Overall**		
Rating		**Frequency**	**Rating**		**Frequency**
low -	1	1	low -	1	0
	2	0		2	0
	3	4		3	2
	4	5		4	9
high -	5	10	high -	5	8
Average		4.13	**Average**		4.31

H2. Counselor Workshop, College Station

"Linking Career Guidance and Tech-Prep"

November 16-19, 1992
College Station, TX

Evaluation

Tech-Prep Professional Development Consortium
Texas A&M University

Workshop Evaluation

"Implementing Career Guidance and Tech-Prep"

Rich Feller

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	0
3 - uncertain	1
4 - helpful	17
5 - very helpful	63
Average	4.77

Overview of SCANS and Other Major Reports

Don R. Herring

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	8
3 - uncertain	5
4 - helpful	45
5 - very helpful	25
Average	4.05

Tech-Prep and Career Guidance - Texas Style

Jessie Teddlie

Rating	Frequency
1 - not helpful	1
2 - somewhat helpful	12
3 - uncertain	14
4 - helpful	34
5 - very helpful	22
Average	3.77

Developing Employability Skills in Students

Business/Industry Panel

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	2
3 - uncertain	0
4 - helpful	21
5 - very helpful	66
Average	4.7

Tours to Local Business/Industry Sites

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	1
3 - uncertain	2
4 - helpful	16
5 - very helpful	58
Average	4.7

Working with QWFP Groups, Use of SOCRATES

Joe Kiefer

Rating	Frequency
1 - not helpful	1
2 - somewhat helpful	6
3 - uncertain	18
4 - helpful	35
5 - very helpful	22
Average	3.64

Tech-Prep Initiatives for Students with Special Needs

Kenne Turner and Vickie Mitchell

Rating	Frequency
1 - not helpful	5
2 - somewhat helpful	13
3 - uncertain	20
4 - helpful	29
5 - very helpful	16
Average	3.46

Career Assessment Instruments and Data

Jerome Kapes

Rating	Frequency
1 - not helpful	3
2 - somewhat helpful	15
3 - uncertain	12
4 - helpful	30
5 - very helpful	23
Average	3.66

Incorporating Career Guidance Activities in the Classroom		
	Don Herring	
Rating		Frequency
1 - not helpful		2
2 - somewhat helpful		4
3 - uncertain		6
4 - helpful		33
5 - very helpful		37
Average		4.21

Developing Career Pathways for all Students		
	Sylvia Clark	
Rating		Frequency
1 - not helpful		1
2 - somewhat helpful		2
3 - uncertain		9
4 - helpful		21
5 - very helpful		51
Average		4.42

Implementing Tech-Programs that Work		
Rating		Frequency
1 - not helpful		1
2 - somewhat helpful		10
3 - uncertain		9
4 - helpful		35
5 - very helpful		28
Average		3.95

Using Computer Guidance Programs		
Rating		Frequency
1 - not helpful		0
2 - somewhat helpful		1
3 - uncertain		2
4 - helpful		30
5 - very helpful		30
Average		4.41

	Discover				SIGI-Plus II	
	Lorna Harrison				Virginia Riser	
Rating		Frequency		Rating		Frequency
1 - not helpful		0		1 - not helpful		0
2 - somewhat helpful		3		2 - somewhat helpful		6
3 - uncertain		6		3 - uncertain		10
4 - helpful		34		4 - helpful		39
5 - very helpful		29		5 - very helpful		20
Average		4.24		Average		3.97
	Texas GIS Model			Hands-On Experience with CAGS		
	Kathryn Prouty					
Rating		Frequency		Rating		Frequency
1 - not helpful		0		1 - not helpful		1
2 - somewhat helpful		6		2 - somewhat helpful		3
3 - uncertain		10		3 - uncertain		8
4 - helpful		30		4 - helpful		19
5 - very helpful		29		5 - very helpful		33
Average		4.09		Average		4.25

Workshop Evaluation

Rating	Frequency
1 - not helpful	2
2 - somewhat helpful	10
3 - uncertain	10
4 - helpful	35
5 - very helpful	23
Average	3.84

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	3
3 - uncertain	7
4 - helpful	35
5 - very helpful	35
Average	4.3

Training the Trainers Session

George Matott

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	6
3 - uncertain	10
4 - helpful	30
5 - very helpful	33
Average	4.14

Overall Rating of Workshop

Rating	Frequency
Very Poor	0
Poor	1
Average	11
Good	19
Very Good	51
Average*	4.46

* Average is based on a scale of 1-5 with 1 corresponding to Very Poor and 5 corresponding to Very Good

What did you like best about the workshop?

- The tours of local businesses - 23 responses
- The panel of business/industry personnel - 18 responses
- Rich Feller's keynote presentation - 11 responses
- Sylvia Clark's presentation on Developing Career Pathways - 10 responses
- Sharing ideas with colleagues - 9 responses
- All the speakers involved - 8 responses
- The written hand-outs that the presenters provided - 7 responses
- The hands-on experience with the Computer Guidance Programs - 7 responses
- The overall thoroughness and attention to detail with which the workshop was planned - 7 responses
- Being able to meet with other counselors across the state - 6 responses
- The notebook that was provided to collect all the written material - 5 responses
- George Matott's presentation on Tech-Prep Plans - 2 responses
- Learning how to get Tech-Prep plans going - 2 responses
- The section involving Computer Assisted Guidance Programs - 2 responses
- Excited about the educational changes on the horizon
- Section on Special Populations
- Brought things together for me after making many meeting that presented bits and pieces

What did you like least about the workshop?

- The long hours each day - 17 responses
- The conference was too long - 9 responses
- The heating and cooling was sporadic - 5 responses
- The sessions that lasted longer than one hour - 4 responses
- The same information was repeated over and over - 4 responses
- Too much emphasis on computer guidance programs - 4 responses
- Would have liked more specifics in the Train the Trainers section - 4 responses
- The lack of group activities - 3 responses
- Hard to take so much information at a time - 3 responses
- The negativity projected by Sylvia Clark, the information she presented conflicted with information disseminated by the Tri-Agency - 3 responses
- Some of the presentations were not related to Tech-Prep - 3 responses
- Some of the presentations were flat - 2 responses
- Developing Tech-Prep plans should have been presented the first day - 2 responses
- No choice of what we needed to attend
- More hands-on activities
- Professional speakers who are selling their books
- Assessment instruments narrowed to most current according to the needs of industry

How do you propose to implement ideas/concepts gained in this workshop in your school?

- Share information learned with other counselors - 7 responses
- Staff inservice, newsletters, any workshops my consortium would like me to prepare and deliver - 7 responses
- Plan with team first - 6 responses
- Take information back to local areas and educate ALL concerned - 5 responses
- Don't Know - 5 responses
- Meet with local consortium and plan networking - 4 responses
- Follow your plan, liked business telling education what is needed - 3 responses
- Discover Quality Work Force Plan members - 3 responses
- Borrow curriculum - 3 responses
- Training for school board members and administration - 2 responses
- Use of hand-outs with teachers - 2 responses
- Convince administration and site-based management team of value of Tech-Prep
- Don't feel I have the authority to approach administration with this
- Change of computer program for career guidance
- Plan and implement workshops, group sessions to create an awareness on the part of the total school population
- As a junior high counselor, I feel career awareness is the big thing we need to improve upon and stress with our 7th and 8th grades

Comments

- Excellent job planning and implementing - 6 responses
- Need more nuts and bolts of exactly what to do - 2 responses
- Well organized, flowed easily, many informative ideas, well worth the time, kept on task and within time frame - 2 responses
- Feel overwhelmed, I am not empowered with the contacts needed to promote Tech-Prep as needed. I see the value and will consult with my team and involve others
- Initial alarm was the low representation of minorities as participants and presenters. I realize though, that I will have the same problem.
- I would have liked to see a focus on the Elementary level
- Need to make the presentations more lively and fun
- Concerned about people at the top of the districts not having a clue
- Best workshop I've ever attended
- Give evaluations at the end of the day
- Try to have Tech-Prep presentation at the Spring TEA conference in Austin
- Need more small groups with local consortia members, interactions to discuss how what's presented affects us locally and how we will be working with ideas presented
- .Appreciate printed materials
- A lot of the material was already covered by our project director

H3. Teachers' Workshop, Lubbock

"Fast Track to the Future"

February 8-9, 1993
Lubbock, TX

Evaluation

Tech-Prep Professional Development Consortium
Texas A&M University

What Is Tech-Prep and What Will It Do To Me?				**No One Is As Smart As All of Us!**			
	Les Tilley				Anita Risner		
Rating		**Frequency**		**Rating**		**Frequency**	
1 - not helpful		3		1 - not helpful		2	
2 - somewhat helpful		18		2 - somewhat helpful		8	
3 - uncertain		11		3 - uncertain		4	
4 - helpful		44		4 - helpful		36	
5 - very helpful		11		5 - very helpful		33	
Average		3.48		**Average**		4.08	
Coomunicating and Marketing Tech-Prep				**Linking the Classroom to Life-Applied Math**			
	Robin Carney				Les Tilley		
Rating		**Frequency**		**Rating**		**Frequency**	
1 - not helpful		3		1 - not helpful		2	
2 - somewhat helpful		5		2 - somewhat helpful		5	
3 - uncertain		11		3 - uncertain		5	
4 - helpful		25		4 - helpful		7	
5 - very helpful		19		5 - very helpful		1	
Average		3.83		**Average**		3.00	

Linking the Classroom to Life-Applied Biology				**Learning/Working Styles and Team Power**			
	Les Tilley				Anita Risner		
Rating		**Frequency**		**Rating**		**Frequency**	
1 - not helpful		2		1 - not helpful		3	
2 - somewhat helpful		2		2 - somewhat helpful		5	
3 - uncertain		3		3 - uncertain		5	
4 - helpful		7		4 - helpful		40	
5 - very helpful		7		5 - very helpful		31	
Average		3.71		**Average**		4.08	
Learning a Living/What Employers Want				**Linking the Classroom to Life-Applied Comm.**			
	Anita Risner				Anita Risner		
Rating		**Frequency**		**Rating**		**Frequency**	
1 - not helpful		7		1 - not helpful		4	
2 - somewhat helpful		19		2 - somewhat helpful		4	
3 - uncertain		13		3 - uncertain		8	
4 - helpful		39		4 - helpful		18	
5 - very helpful		8		5 - very helpful		18	
Average		3.26		**Average**		3.81	

Linking the Classroom to Life-Applied Physics

Robin Carney

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	2
3 - uncertain	4
4 - helpful	13
5 - very helpful	10
Average	4.07

Linking the Classroom to Life-Applied Math

Les Tilley

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	0
3 - uncertain	2
4 - helpful	7
5 - very helpful	5
Average	4.21

Linking the Classroom to Life-Applied Mathematics(Combined)

Les Tilley

Rating	Frequency
1 - not helpful	2
2 - somewhat helpful	5
3 - uncertain	7
4 - helpful	14
5 - very helpful	6
Average	3.50

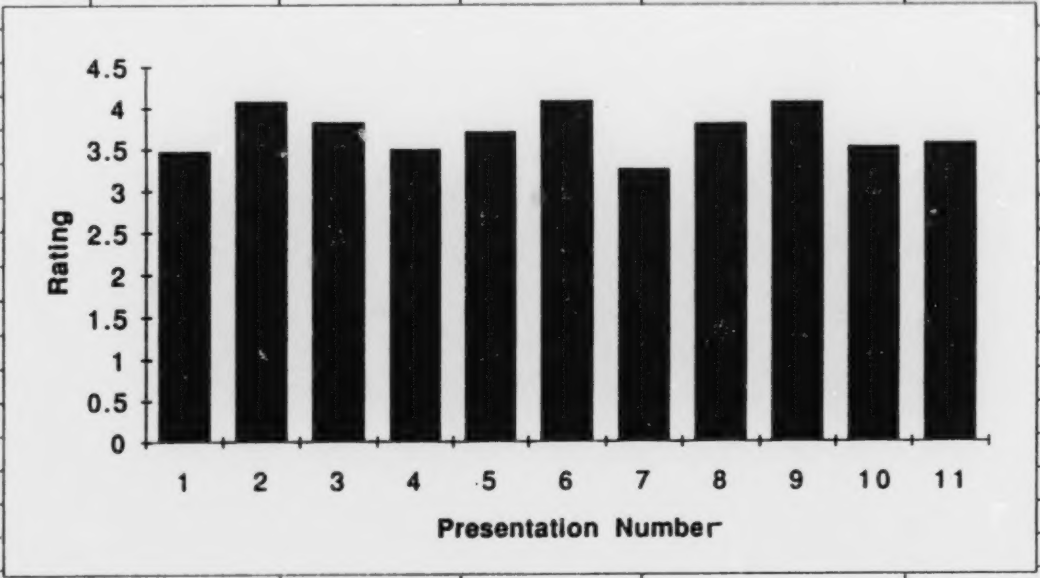
Change Is Not a Dirty Word

Anita Risner

Rating	Frequency
1 - not helpful	6
2 - somewhat helpful	9
3 - uncertain	13
4 - helpful	40
5 - very helpful	12
Average	3.53

Planning for Action		Overall Rating of Workshop	
Les Tilley			
Rating	**Frequency**	**Rating**	**Frequency**
1 - not helpful	1	Very Poor	0
2 - somewhat helpful	7	Poor	2
3 - uncertain	12	Average	24
4 - helpful	25	Good	36
5 - very helpful	7	Very Good	28
Average	3.58	Average*	4.00

* Average is based on a scale of 1-5 with 1 corresponding to Very Po
and 5 corresponding to Very Good



Workshop	Presentation Number	Rating
What is Tech-Prep	1	3.48
No One is As Smart As All of Us	2	4.08
Communications/Market	3	3.83
Applied Math	4	3.5
Applied Biology	5	3.71
Learning Styles	6	4.08
What Employers Want	7	3.26
Applied Communications	8	3.81
Applied Physics	9	4.07
Change Is Not A Dirty Word	10	3.53
Planning for Action	11	3.58

What did you like best about the workshop?

- Meeting/sharing ideas with other people - 13 responses
- Notebooks - 11 responses
- Learning Styles - 11 responses
- Group participation - 11 responses
- Positive attitude of the presenters - 9 responses
- New ideas for implementing strategies - 7 responses
- Materials provided/Contacts - 6 responses
- Anita Risner - 6 responses
- The arrangements were excellent - 6 responses
- Cooperative Learning - 5 responses
- Good presentations - 5 responses
- Marketing workshop - 4 responses
- Math workshop - 3 responses
- Les Tilley - 3 responses
- Well-organized - 3 responses
- Feedback about Tech-Prep - 3 responses
- Hands-on activities - 3 responses
- Academic and vocational instructors working together - 2 responses

What did you like least about the workshop?

- Lack of applicable materials for the classroom - 6 responses
- Not enough free time - 6 responses
- Not enough information on how to set up a Tech-Prep program - 5 responses
- Too many people in the dark concerning Tech-Prep - 5 responses
- Did not devote enough time to each topic to teach it fully - 5 responses
- Overuse of group work - 3 responses
- The workshop was too long - 3 responses
- Did not curriculum development - 3 responses
- Repetitive information - 2 responses
- Concurrent sessions were not offered often enough - 2 responses
- We thought we were going to be able to sit down and actually plan or at least learn to plan. - 2 responses
- Not enough useful information - 2 responses
- Needed more detailed information about general eduction courses on the college level
- Shared ideas may come easier if brainstorming follows presentation
- Too short
- Students should be invited
- Lack of applicable materials for language arts
- Felt put down as an academic teacher
- Would rather hear Texas presenters

How do you propose to implement ideas/concepts gained in this workshop in your school?

- Share information learned with others to set up program - 21 responses
- Use ideas in classes and evaluate - 13 responses
- Hold workshop - 7 responses
- Incorporate cooperative learning - 6 responses
- Talk to vocational/academic teachers to get ideas to use in classes - 4 responses
- Inservice training - 4 responses
- Establish curriculum task force and write curriculum - 3 responses
- Start communicating with business - 3 responses
- Use applied communications modules - 2 responses
- Through staff development period - 2 responses
- Get the videos that were presented - 2 responses
- Very poorly if at all - 2 responses
- Report to principal and science coordinators - 2 responses
- Use administrative help and approval - 2 responses
- Being at a technical school with an advisory committee, I don't see changing our course very much. We already have business leaders already coming to campus.
- Focus on idea that students do have a good alternative to attending college
- Teach what is more practical and directly related to what students will be doing.

Comments

- Focus on mechanics and strategies in implementing the program - 12 responses
- Good Job! - 8 responses
- It would have been nice to have done a tour of T.I. or a hospital to show how Tech-Prep applied to those occupations - 3 responses
- Facilitators need to control participants who get off track - 3 responses
- The videos were great - 2 responses
- The workshop would be better with one intensive day and omit second day - 2 responses
- More information is needed on how to set up Tech-Prep programs. - 2 responses
- Uncertainty of what Texas will approve is frustrating, clarification from TEA and the Coordinating Board would be nice.
- Handouts in the notebooks was an excellent idea.
- Workshop needs to involve principals, school board m,embers, and supervisors and college representatives.
- Bring in teachers who are teaching the class now.
- Teachers want to see it working, not in the abstract.
- Direct links of applied areas were not made to Tech-Prep.
- I know expenses make it impossible, but every teacher should attend the workshop.
- Tech-Prep conflicts with Texas's adoption of the effective schools - "Every student can go to college" These conflicting ideas need to be resolved.
- Look at the Japanese University Math Entrance Exams - the content is way beyond what our students can do. Why?

H4. Teachers' Workshop, Arlington - Fort Worth

Evaluation of

Applied Methodology and Tech-Prep

Workshops Conducted by the

Tech-Prep Professional Development Consortium
Texas A&M University

Arlington, TX: April 23, 1993
and
Ft. Worth, TX: May 1, 1993

Applied Methodology and Tech-Prep

Arlington, Texas

April 23, 1993

The Future in Health Care for our Youth

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	4
4-Agree	14
5-Strongly Agree	16

Average: 4.3529

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	15
5-Strongly Agree	17

Average: 4.4412

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	17
5-Strongly Agree	16

Average: 4.4412

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	12
5-Strongly Agree	20

Average: 4.5294

Applied Methodology and Tech-Prep
Arlington, Texas
April 23, 1993

Preparing All Students for Careers in Health Care

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	4
4-Agree	16
5-Strongly Agree	14

Average: 4.2941

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	15
5-Strongly Agree	18

Average: 4.5

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	3
4-Agree	14
5-Strongly Agree	17

Average: 4.4118

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	12
5-Strongly Agree	20

Average: 4.5294

Applied Methodology and Tech-Prep

Arlington, Texas

April 23, 1993

Embracing Relevancy in Mathematics and Science Education

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	2
3-Uncertain	7
4-Agree	11
5-Strongly Agree	14
Average:	4

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	2
3-Uncertain	6
4-Agree	12
5-Strongly Agree	14
Average:	4.0286

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	2
2-Disagree	2
3-Uncertain	8
4-Agree	9
5-Strongly Agree	14
Average:	3.8857

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	0
3-Uncertain	8
4-Agree	10
5-Strongly Agree	16
Average:	4.1429

Applied Methodology and Tech-Prep

Arlington, Texas

April 23, 1993

Embracing Relevancy in English and Communications Education

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	4
4-Agree	13
5-Strongly Agree	17

Average: 4.3824

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	14
5-Strongly Agree	18

Average: 4.4706

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	11
5-Strongly Agree	21

Average: 4.5588

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	3
4-Agree	11
5-Strongly Agree	20

Average: 4.5

Applied Methodology and Tech-Prep
Arlington, Texas
April 23, 1993

The North Central Texas Tech-Prep Consortium (NCTTPC) and the High Schools' Role in Preparing our Youth for the 21st Century

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	4
4-Agree	13
5-Strongly Agree	17

Average: 4.3824

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	14
5-Strongly Agree	18

Average: 4.4706

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	11
5-Strongly Agree	21

Average: 4.5588

The presenter linked the information to Tech-Prep.

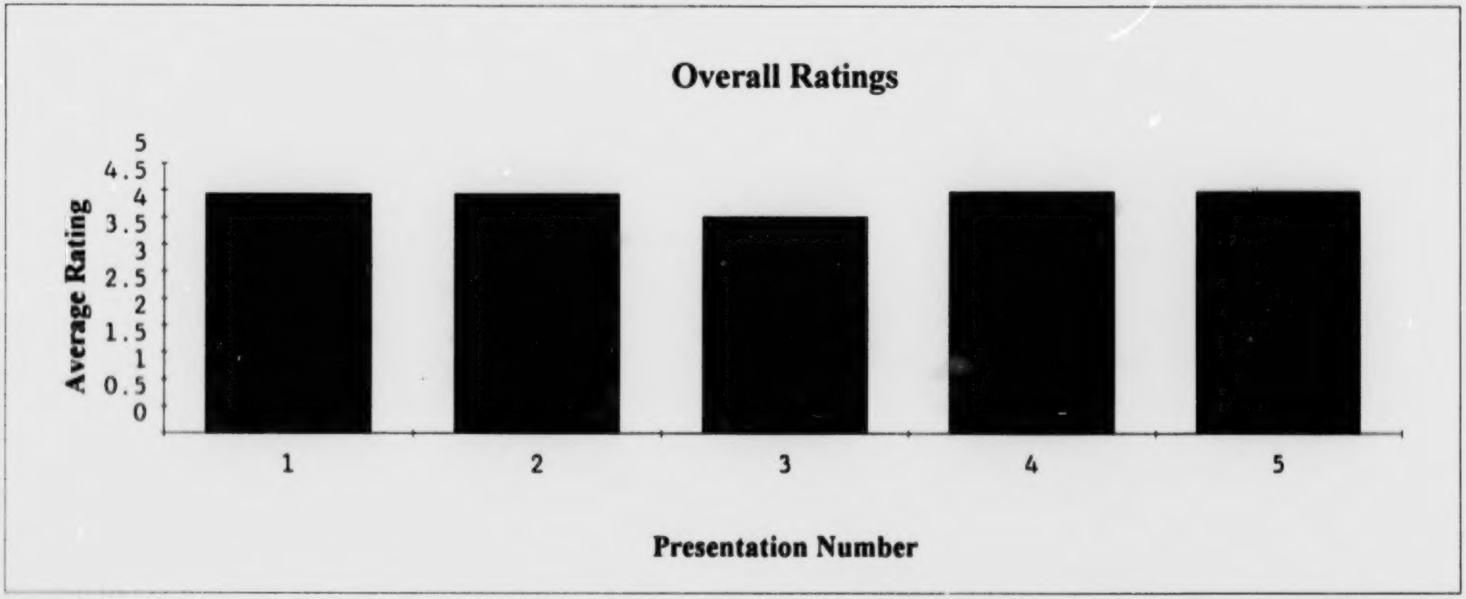
Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	3
4-Agree	11
5-Strongly Agree	20

Average: 4.5

Applied Methodology and Tech-Prep

Arlington, Texas

April 23, 1993



Workshop	Presentation Number	Overall Rating
The Future in Health Care for our Youth	1	4.441176
Preparing All Students for Careers in Health Care	2	4.433824
Embracing Relevancy in Mathematics and Science Education	3	4.014286
Embracing Relevancy in English and Communications Education	4	4.477941
The North Central Texas Tech-Prep Consortium (NCTTPC) and the High Schools' Role in Preparing our Youth for the 21st Century	5	4.477941

These ratings were derived by taking the average of the individual averages to the four questions.

Applied Methodology and Tech-Prep
Arlington

How would you rate the tour of the hospital in relation to the rest of the workshop?

- It was very good, great, or excellent - 20 responses.
- Seemed more broad based.
- The visit to the hospital helped make clear the different areas of the work force used in a hospital setting and how Tech-Prep can play a major role in preparing students for the workforce.
- Very interesting, it showed practical application.
- It was very appropriate.
- Adequate, but rushed. It did not link job skills to the jobs shown.
- It was the low point of the conference.
- The staff was polite, considerate and informative concerning their designated areas.
- I would rate it higher simply because we had the opportunity to see how Tech-Prep can help our students be better prepared for the workplace.
- Best part of workshop.
- Could have been longer - 2 responses.
- Pretty much rushed.
- The best part was the physical therapy lab.

- We could have received more relevant information.
- It allowed us to see areas that the students could actually train in while they are in school.
- It was average.

What did you like best about the workshop?

- The hospital tour - 16 responses.
- There were professionals in the hospital that related academics and showed how important all academics and social skills are to the job and career world.
- Ken Brown's presentation on Embracing Relevancy n English and Communications Education - 5 responses.
- I received more information and I'm beginning to have a better understanding of Tech-Prep.
- A lot of information was presented in a timely manner in the hospital tour.
- The "facilitator" role of the instructor's of Lab 2000 implies that students are in fact hands-on and on task, and this bodes well for technology education.
- First hand information.
- The presentation from the CEO at the hospital. His presentation made an impact on the value of Tech-Prep - 2 responses.

What did you like least about the workshop?

- The topic on embracing relevancy in Math and Science because I did not get any information that related to my particular subject area.
- I did not see how the science presentation related to Tech-Prep.
- Ken Brown's presuming to know how "all teachers" feel about change, Shakespeare, etc.
- Taking a day away from my classes.
- The morning presentations were not all of the same quality.
- Shortness of time.
- Session length. I thought the sessions were a little boring.
- Too repetitious.
- Negative comments from one or two - it was their choice (I thought) to attend.
- Mary Jane Schott was very flip and not prepared. She said nothing that was practical and useful.
- The Mach and Science presentation was poor.
- Some of the lectures were a little too long. Maybe we should have had some hands on activities.
- The tape from the conference.
- Clarence Johnson gave the science presenter a hard time.

Other Comments

- I hope I can follow through.
- The tape on Interlink, TQM, etc. was massively boring.
- The conference was a benefit to everyone who attended.
- Excellent concepts presented. I learned about many careers in the health profession.
- More hands on, and not so much lecture.
- More time should have been allotted for tour of businesses to show the connections between academics and real world occupations.

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Biology/Chemistry Workshop

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	3
5-Strongly Agree	10

Average: 4.6429

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	3
5-Strongly Agree	9

Average: 4.5

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	2
4-Agree	3
5-Strongly Agree	9

Average: 4.5

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	4
5-Strongly Agree	9

Average: 4.5714

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Biology/Chemistry Workshop (Cont.)

Activities covered were relevant to the topic.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	2
5-Strongly Agree	10

Average: 4.6923

Applied methodology will be used in my classroom.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	5
5-Strongly Agree	7

Average: 4.4615

The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	0
3-Uncertain	0
4-Agree	1
5-Strongly Agree	12

Average: 4.6429

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Communications Workshop

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	4
5-Strongly Agree	10

Average: 4.7143

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	3
5-Strongly Agree	11

Average: 4.7857

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	2
5-Strongly Agree	11

Average: 4.7143

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	2
5-Strongly Agree	12

Average: 4.8571

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Communications Workshop (Cont.)

Activities covered were relevant to the topic.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	1
3-Uncertain	0
4-Agree	1
5-Strongly Agree	12

Average: 4.7143

Applied methodology will be used in my classroom.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	5
5-Strongly Agree	8

Average: 4.5

The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	1
3-Uncertain	0
4-Agree	1
5-Strongly Agree	12

Average: 4.7143

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Physics Workshop

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	1
4-Agree	4
5-Strongly Agree	3
Average:	4.25

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	1
3-Uncertain	0
4-Agree	3
5-Strongly Agree	4
Average:	4.25

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	0
3-Uncertain	0
4-Agree	5
5-Strongly Agree	2
Average:	3.875

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	1
3-Uncertain	0
4-Agree	3
5-Strongly Agree	4
Average:	4.25

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Physics Workshop (Cont.)

Activities covered were relevant to the topic.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	1
3-Uncertain	0
4-Agree	2
5-Strongly Agree	5

Average: 4.375

Applied methodology will be used in my classroom.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	2
5-Strongly Agree	5

Average: 4.7143

The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	0
3-Uncertain	0
4-Agree	1
5-Strongly Agree	6

Average: 4.375

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Mathematics Workshop

The presenter related the topic to my concerns.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	1
3-Uncertain	0
4-Agree	4
5-Strongly Agree	10

Average: 4.5333

The content of the topic was appropriate for the presentation theme.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	4
5-Strongly Agree	11

Average: 4.7333

The presenter covered the topic well.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	9
5-Strongly Agree	6

Average: 4.4

The presenter linked the information to Tech-Prep.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	5
5-Strongly Agree	10

Average: 4.6667

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Mathematics Workshop (Cont.)

Activities covered were relevant to the topic.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	4
5-Strongly Agree	11

Average: 4.7333

Applied methodology will be used in my classroom.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	3
4-Agree	4
5-Strongly Agree	8

Average: 4.3333

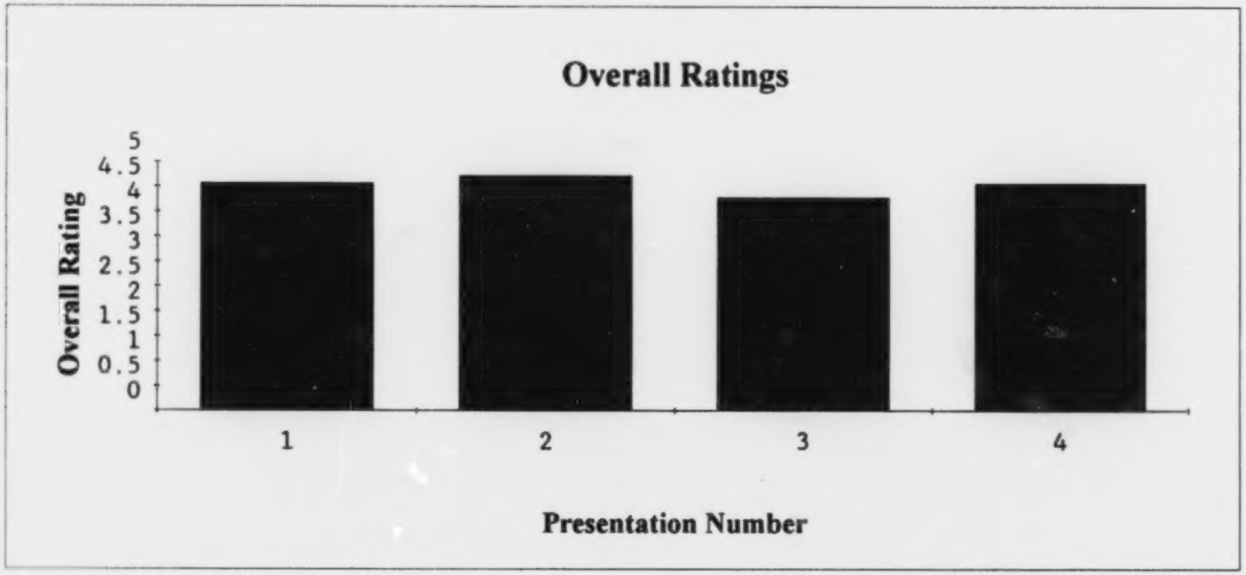
The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	2
5-Strongly Agree	13

Average: 4.8667

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993



Workshop	Presentation Number	Overall Rating
Biology/Chemistry Workshop	1	4.5614
Communications Workshop	2	4.7143
Physics Workshop	3	4.2857
Mathematics Workshop	4	4.5667

These ratings were derived by taking the average of the individual average to the questions, with the exception of question 7.

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Lab 2000

Biology and Chemistry Workshop

The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	0
3-Uncertain	0
4-Agree	1
5-Strongly Agree	12

Average: 4.6429

Communications Workshop

The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	1
3-Uncertain	0
4-Agree	1
5-Strongly Agree	12

Average: 4.7143

Physics

The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	1
2-Disagree	0
3-Uncertain	0
4-Agree	1
5-Strongly Agree	6

Average: 4.375

Mathematics

The Technology Education Lab 2000 demonstrated the relevancy of an integrated discipline.

Rating	Frequency
1-Strongly Disagree	0
2-Disagree	0
3-Uncertain	0
4-Agree	2
5-Strongly Agree	13

Average: 4.8667

Applied Methodology and Tech-Prep

Ft. Worth, Texas
May 1, 1993

Lab 2000 (Cont.)

The Overall score for Lab 2000 is: 4.6497

This rating was achied by taking the average of the four averages on the previous page.

Applied Methodology and Tech-Prep Mathematics Workshop

What did you like best about the workshop?

- Demonstrated the curriculum available for Tech-Prep and how it looks in use through the lab - 3 responses.
- Emphasis on activities and opportunities provided for active participation.
- "Hands-On" activities — showed how to improvise materials and how students relate to experiments and mathematics 5 responses.
- Made it easier to see how Tech-Prep can be inserted into the regular curriculum.
- Immediate student evaluation available.
- Lab 2000 was excellent - 5 responses.

What did you like least about the workshop?

- How is the lab related to general curriculum?
- How do classes such as Algebra and English get to use the lab?
- How are individual assessment of students (instead of team grades) ever done?
- Computer workshop felt like a sales pitch.
- Learned nothing about how to incorporate Tech-Prep into Algebra II.
- Not enough breaks.
- Want more hands-on activities.
- Wanted to attend all workshops in all areas.
- Still unsure of the exact focus of Tech-Prep.

Other Comments about the Mathematics Workshop

- Best of all the Tech-Prep workshops I've attended.
- Would like to talk to someone who can explain where to get knowledge/materials etc. for teaching Tech-Prep, before school begins.
- The Lab 2000 was very informative and very exciting.
- All workshops were very informing.
- Would like to have workshops closer to home district.
- Would like to have presenters make presentations to school faculty.
- Do not understand why one group was filled at the start of the day.

Physics Workshop

What did you like best about the workshop?

- Informal and receptive to questions.
- Technology Education Lab 2000 - 5 responses.
- Teaching Strategies.
- How it uses physics and electricity in the lab.
- Update on materials and technology.

What did you like least about the workshop?

- Irrelevant to people without a physics background.
- Sometimes got off of the subject.

Other Comments About the Physics Workshop

- Outstanding presenters - 3 responses.

Communications Workshop

What did you like best about the workshop?

- Correlation of all elements of Tech-Prep in a cross curriculum program.
- The Tech. Ed. Lab 2000 - 5 responses.
- Hands-on activities with written reports.
- Ken Brown made the topic clear.
- It was very informative.
- Present/future related - showed the relevance without "showing" participants.
- Liked the idea of sharing information with teachers in other disciplines on how to integrate the Tech-Prep curriculum.
- Process driven and learn work.

What did you like least about the workshop?

- Frustration due to different levels of understanding of participants.
- Not enough time.
- That it was on a Saturday.
- Would like to see in action with students.

Other Comments

- Very helpful in ways to encourage site based management committee to make changes.
- Need more workshops for more teachers to attend.
- The Technology Education Lab 2000 is very impressive.
- How do the history classes use this.

Biology/Chemistry Workshop

What did you like best about the workshop?

- Hands-on approach followed by oral presentation.
- Project 2000 - 4 responses.
- Hands-on approach - 2 responses.
- Participant involvement - 4 responses.
- The relevancy - 2 responses.
- Sharing of other teachers and additional resources.
- The activities were enjoyable.
- Materials received were flexible and practical.
- The way that various disciplines in Voc. Ed. and general academic studies can reinforce one another.

What did you like least about the workshop?

- Having to carry around all the materials. We only needed 1 notebook from the Bio/Chem set of 4.
- The fact that it is held on a Saturday - 2 responses.
- The Bio/Chem presenter didn't totally answer the question about how to use it in my classroom.
- There was no comparison between the Tech 2000 lab and the Tech B.C. Lab.
- It was presented on voting day.

Other Comments

- We should meet again in a year to give each other feedback on our program integration, success, and failures.
- Would love to get the video and information on Project Wet.
- Everyone is excited about the program, but feel that it is moving at a snail's pace.
- The presenter had a great rapport with the teachers of participants and information covered a wide spectrum of areas.
- Very enlightening, especially for a new teacher.
- Loved Lab 2000.

H5. Teachers' Workshop, Tyler

Evaluation of

Linking the Classroom to the Workplace

A Workshop Conducted by the

Tech-Prep Professional Development Consortium
Texas A&M University

April 26 - 27, 1993
Tyler, Texas

Tyler Workshop Evaluation

April 26 -27, 1993

Tech-Prep, Alternative Methods and Change

Lexington ISD

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	0
3 - uncertain	0
4 - helpful	20
5 - very helpful	41
Average	**4.67**

Employability Skills and Quality Work Force Planning

John Fabac

Rating	Frequency
1 - not helpful	3
2 - somewhat helpful	6
3 - uncertain	6
4 - helpful	32
5 - very helpful	13
Average	**3.77**

Identifying Needs for Today's Workplace

Business & Industry Panel

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	0
3 - uncertain	0
4 - helpful	19
5 - very helpful	41
Average	**4.76**

Relationship Btw Classroom and the World of Work

Business/Industry Tours

Rating	Frequency
1 - not helpful	0
2 - somewhat helpful	0
3 - uncertain	1
4 - helpful	24
5 - very helpful	35
Average	**4.57**

Tyler Workshop Evaluation

April 26 -27, 1993

Overview

Tijjani Mohammed

Rating	**Frequency**
1 - not helpful	1
2 - somewhat helpful	13
3 - uncertain	16
4 - helpful	24
5 - very helpful	9
Average	**3.43**

Tech-Prep Initiative and Special Populations

George Matott

Rating	Frequency
1 - not helpful	2
2 - somewhat helpful	13
3 - uncertain	15
4 - helpful	29
5 - very helpful	6
Average	**3.37**

Collaborative Teaching and Learning

Tommy Gilbereth

Rating	**Frequency**
1 - not helpful	1
2 - somewhat helpful	5
3 - uncertain	9
4 - helpful	38
5 - very helpful	8
Average	**3.77**

Alternative Method of teaching Communications

Charlotte Saxon

Rating	**Frequency**
1 - not helpful	3
2 - somewhat helpful	4
3 - uncertain	3
4 - helpful	9
5 - very helpful	10
Average	**3.79**

Tyler Workshop Evaluation

April 26 -27, 1993

Alternative Method for Teaching Mathematics

David Ellis

Rating	**Frequency**
1 - not helpful	0
2 - somewhat helpful	0
3 - uncertain	4
4 - helpful	5
5 - very helpful	21
Average	**4.57**

Barriers to the Implementation of Tech-Prep

George Matott & Tijjani Mohammed

Rating	**Frequency**
1 - not helpful	0
2 - somewhat helpful	2
3 - uncertain	5
4 - helpful	13
5 - very helpful	6
Average	**3.88**

Alternative Methods for Teaching Science

Larry Jacobson

Rating	**Frequency**
1 - not helpful	0
2 - somewhat helpful	1
3 - uncertain	3
4 - helpful	8
5 - very helpful	7
Average	**4.11**

Train The Trainer Session

George Matott

Rating	**Frequency**
1 - not helpful	0
2 - somewhat helpful	2
3 - uncertain	3
4 - helpful	9
5 - very helpful	6
Average	**3.95**

Tyler Workshop Evaluation

April 26 -27, 1993

Overall Workshop Evaluation

Rating	**Frequency**
1 - Very Poor	0
2 - Poor	1
3 - Average	4
4 - Good	28
5 - Very Good	29
Average	**4.44**

GENERAL COMMENTS FROM THE TYLER WORKSHOP

WHAT DID YOU LIKE BEST ABOUT THE WORKSHOP?

- Lexington team (8)
- Students from Lexington (6)

- Tour to business & industry sites (21).

- The workshop helped me to realize how important it was to get our students prepared for the future workplace.

- Learning how I can use new ideas in my specific teaching field of math.

- The panel made up of the businesses/industry (15)

- The actual hands-on experience of the communications (3)

- Tours of TRANE and Mother Frances Hospital.

- The actual "doing" of the science program --alternative methods for teaching science (2).

- Information on how Tech-Prep System is designed to integrate academics and vocational subjects.

- Being able to see at hand other schools that are using Tech-Prep.

- Math session (3).

- The statements made by the high school students, especially about their experiences with math (2)

- I liked the presentation by David Ellis; he made it sound very exciting (2)

- Very well organized (2)

- Needs conveyed very well.

- Stayed on schedule well, didn't stray.

- Well prepared and professional speakers (2)

- Appreciate concern.

- Curriculum possibilities.
- Resource materials are excellent.
- The panel from Lexington high school created interest and motivation in a REAL way.
- The Business/Industry Panel gave concrete characteristics and skills we need to help students develop.
- Tours were interesting and informative!! ( )
- Curriculum product demonstrations.
- New positive approach to technical/applied math -- and students affected.
- The idea of relating subjects to job skills.
- The people who were the presenters are actually in the "trenches" making the Tech-Prep program work.
- The knowledge that this program lists!
- Since our society is becoming more innovative and challenging the idea of meeting the needs of all students is required; through this workshop integrating the curriculum to do so is vital -- I like the idea of academics and vocational collaborating.
- Explanation of "What Tech-Prep Is".
- Ideas for working with business community.
- Exposure to curricula available.
- Gaining knowledge of Tech-Prep - (my second workshop).
- All of Monday's session was very helpful (2)
- Mr. Ellis was enthusiastic and very well informed, he was excellent.(3)
- The facility was nice.
- The panel of business people probably; however, I liked the entire workshop.
- It was also quite interesting to hear the students comments concerning the program.
- The Student Panel from Lexington was great! (2)

- It really helps to hear from the successes from other school districts such as Lexington.
- The hands-on activities that can be implemented in any classroom.
- It was well organized (2).
- Good materials to take back to school.
- Individual sessions.
- Visit from the students from Lexington ISD (2).
- Math ideas were terrific!
- Understanding the role of Tech-Prep in the high school curriculum and its possibilities.
- Leander High School math -- wonderful and helpful!

WHAT DID YOU LIKE LEAST ABOUT THE WORKSHOP?

- Group session from science since it didn't apply to my field.
- Hard to translate the curriculum presented to our particular class levels.
- Tours too long (3).
- Lectures (3)
- Too much time in concurrent sessions.
- The length of the day (3)
- Having to teach a lesson - I do that everyday and have longer to prepare.
- Getting started late (after being told to arrive at 7:00 a.m.).
- The length of the time allotted for Tuesday. Break-out sessions was too long. A shorter time period would had allowed the session to move more quickly, cut out the long waste time and the sessions could have ended at a more reasonable time.
- Most things were of some use and interest.
- Trying to plan lessons and present was mundane -- we need more specific information on programs in general.
- The time spent actually doing an activity involving group work and teaching a class during communication session.
- More time could have been used discussing barriers or how to implement or present to administration and faculty.
- I would have liked to have been on all of the tours--Present two on one day and two on the next day.
- Lack of some specific methods for vocational teacher.
- John Fabac and Dr. Tommy Gilbreath (3)
- Hard to say, it was all well planned and I can't think of any part that should be left out.
- Everything was wonderful! (2)
- Speakers need to be more dynamic.

- The representation of Tech-Prep as the only or best way to educate the 25-75%tile group.
- It should be a framework within which various teaching styles can be used.
- I would like more subject related material.
- The on-site lunch.
- Nothing!
- Background information is necessary but not exciting.
- Some of the participants came with negative attitudes which they refused to surrender.
- I would have liked the workshop to have been more specific about the implementation of the Tech-Prep program.
- Special pops. focus.
- The lesson in applied communications was disappointing.
- The instructor was not enthusiastic about her subject, and she relied on the module exclusively.
- I like more teacher/student interaction.
- The tour to Mother Frances Hospital.
- Alternative methods for teaching communication.
- Tours OK, but more information on the delivery system would have been more beneficial.

HOW DO YOU PROPOSE TO IMPLEMENT IDEAS/CONCEPTS GAINED IN THIS WORKSHOP IN YOUR SCHOOL?

- I plan to meet with the science facilitator and show him ways that this program could be implemented and ways that this program could maybe replace a course being taught at the high school.
- Hopefully this trend toward academic and technical integration will continue.
- I'm not sure how receptive our district will be to buying the package, but I am committed to the program and will utilize the ideas in my classes.
- The concepts are ones I incorporate already.
- Even though I teach at the middle school level, I feel that this workshop would benefit (some aspects) the 8th graders especially.
- This age group need to start thinking about what they want to do with their life.
- Some may already be aware that they won't be college material, so they can get an early start.
- I propose to start a class about career choices and implement some of the ideas in class.
- We will start using applied math and began working on Tech-Prep.
- Order new materials that integrate skills with knowledge.
- Focus on problem solving, not on rate memory skills.
- Get students physically, as well as, mentally involved in learning.
- Encourage administration to begin courses designed to prepare our students for technical careers for those students that are not college-bound.
- Bring in individuals to our school that will inform students of varied careers available.
- I'm not sure. I would need to inquire about the implementation procedures used by other schools and learn a little from their success' and/or failures.
- Technical writing.
- To place other subjects areas into my shop activities.

- Get a program started at my school and have the person in charge use as many resource people as possible.
- Use, as much as I can, in my classes. Discuss possibility of implementing in our curriculum in with principal.
- Working with math teachers to incorporate the material.
- I will use more hands-on activities, more real world word problemslems and try to implement the mathematics (algebra IA, IB) program for applied math.
- Some of the vocabulary or terminology of communicating in the workplace need to be used synonimously with terms in writing, grammar, oral reports, etc., e.g. My students are writing for an audience - real world they write for a customer. Ureka! motivation to write.
- Relate to other teachers in the district through in-service.
- Our "team" will be presenting a one-day staff development workshop for our teachers on our campus (80) in May.
- I hope to incorporate Tech-Prep by implementing a co-op program and truly "teaming" with academic teachers.
- Develop Tech-Prep teams of teachers probably 9th-10th grade levels first.
- Go directly back to school, talk to principal about implementing program tomorrow, yesterday -- can't wait to get back to get this info back to school.
- Develop a closer cooperation with the fields that pertain to Biology. We are currently working on a health careers class.
- I will encourage our school to use the Applied Math curriculum.
- Discuss with small groups of other teachers and with my principal and determine together what direction we should take.
- Implementation can be used only if the district will fund this. As funding in all Texas schools is tight, ideas may have to be placed on the back burner for a while.
- Our school is in the elementary planning stages of Tech-Prep. I hope to provide resources to administrators for determining the direction our school will take.
- Talk to other teachers about our program. Tell them that it exists and what it can do.

- Speak to my principal - wrote up a proposal and get a waiver; tell the counselor who should be in my class.
- Work with an English teacher on my campus correlating certain areas with her on a specified unit or area of my curriculum.
- Hopefully we can begin team building of the staff at our school.
- I will need to brain storm more with other teachers before a plan is implemented.
- Make experiments a little more in line with real-day applications.
- First you must sell this idea at all levels. - community, school board, supt., principal, , teachers and students -- not necessarily in that order. Educate and prepare teachers, include businesses and industries.
- I am very interested in this program. I think it has an extremely sound basis.
- I am very interested in being involved in curriculum planning and implementation to school and immediately copy and distribute articles to principal and teachers from "The Balance Sheet.
- I am already implementing a lot of these concepts. I need to get the other teachers involved.
- The CORD material seems very good and I am going to push to get it for our Phased Algebra I class.
- We plan to share ideas from the workbook and the video we bought.
- Work with the curriculum already written for home economics and the integration of academics; try to inform academic and Voc. teachers about Tech-Prep and share information we've received.
- Resource in regular classroom.
- Possible math lab material.
- Possible Tech-Prep with local Jr. College.
- Since I'm already a Voc teacher, I already implement many of these techniques (2)
- I teach a co-op program and I will try to prepare my students better in the areas that the people from industry suggested. Also, I am going to encourage the math department to implement a program similar to Lexington.

- Be more open to new ideas, techniques and materials.
- Supplementary materials.
- Integration in lower level courses.
- Probably attach the math department for trying function as applied to pro-basic dones ???
- I need to first talk to facilitator and then try to implement at least a pilot class next year.
- Description of an event in Spanish to other class members.
- Develop plan for regular chemistry and applied chemistry/biology.
- Tech math - as soon as possible next year. We already have a waiver for Alg. 1A, B - I will use CORD Tech Math.

IN THE SPACE BELOW, PLEASE MAKE ANY OTHER COMMENTS YOU WISH CONCERNING THIS WORKSHOP.

- Thanks for a worthwhile effort in helping us to help our students. I hope I have found a solution to our problems in our Math Dept. by implementing Tech Math.

- More information for biology/Chemistry subject area.

- Food was good, too!

- Employability Skills and Quality Work Force planning is an excellent idea; however, the partnership between industry and education should begin immediately by working together to address formulating objective, goals, and materials to address the educational needs of students.

- We need more success examples from other schools and more contact with industry.

- Wonderful and inspiring! (2)

- Can understand late hour on Monday; however, 4:15 was a little late for Tuesday.

- I appreciate what you Mr. Matott, TJ., and Janet do for us in Tech-Prep.

- Find a new caterer. The lady in charge was rude and the food was not wonderful.

- More information for vocational teachers - special interest sessions.
- Group time could have been more productively spent on barriers and overcoming these barriers. Also, we need more statistics and date to help well program.

- Could a video of successful students, such as Lexington, be made for distribution to be used in selling concept to academic teachers and others.

- Have main line employees in industry explain how their perceptions about the work-force compared to real job expectations. Lets hear from companies about the high school courses etc. are of no use to little use for employees.

- It was very helpful in opening new ideas about the way we need to teach certain aspects of the curriculum.

- Prior to this workshop not many of us at our school knew about Tech-Prep at least now six of us are aware of it.

- I very much appreciate the permission to beep and use the binder for a workshop of our own.

- Well organized.
- Very informative.
- Practical information.
- Good resource information.
- Enjoyable
- Good facility for workshop.
- Develop a closer cooperation with the fields that pertain to biology. We are currently working on a Health Careers class.
- I really like the concept and hope it can be implemented in most schools.
- Thanks! (2)
- Appreciate the opportunity to participate.
- Excellent, a real eye opener!
- Come back! Would like more like this. (2)
- I had fun and enjoyed it!

H6. Teachers' Workshop, Houston

Evaluation of

Fast Track to the Future

A Workshop Conducted by the

Tech-Prep Professional Development Consortium
Texas A&M University

May 11 & 12, 1993
Houston, Texas

Fast Track to the Future

May 11-12
Houston, Texas

Tuesday, May 11, 1993

1. What is Tech-Prep and what will it do to Me?

Rating	Frequency
1. Poor	0
2. Fair	1
3. Good	13
4. Very Good	18
5. Excellent	12
Average:	3.9318

2. Integrated Academics at Goose Creek I.S.D.

Rating	Frequency
1. Poor	0
2. Fair	0
3. Good	2
4. Very Good	14
5. Excellent	37
Average:	4.66

3. Learning/Working Styles and Team Power.

Rating	Frequency
1. Poor	0
2. Fair	0
3. Good	11
4. Very Good	11
5. Excellent	30
Average:	4.3654

4. Special Populations.

Rating	Frequency
1. Poor	9
2. Fair	12
3. Good	16
4. Very Good	3
5. Excellent	3
Average:	2.512

Fast Track to the Future

May 11-12
Houston, Texas

5. Linking the Classroom to Life-Integrated Math.

Rating	Frequency
1. Poor	0
2. Fair	2
3. Good	2
4. Very Good	6
5. Excellent	6
Average:	4

6. Linking the Classroom to Life-Integrated Communications.

Rating	Frequency
1. Poor	0
2. Fair	0
3. Good	6
4. Very Good	9
5. Excellent	10
Average:	4.16

7. Linking the Classroom to Life-Integrated Science.

Rating	Frequency
1. Poor	0
2. Fair	3
3. Good	4
4. Very Good	6
5. Excellent	5
Average:	3.7222

Fast Track to the Future

May 11-12
Houston, Texas

Wednesday, May 12, 1993

1. Overview.

Rating	Frequency
1. Poor	0
2. Fair	1
3. Good	16
4. Very Good	17
5. Excellent	12
Average:	3.8696

2. What Employers Want.

Rating	Frequency
1. Poor	0
2. Fair	0
3. Good	1
4. Very Good	10
5. Excellent	48
Average:	4.797

3. Marketing Tech-Prep.

Rating	Frequency
1. Poor	0
2. Fair	3
3. Good	5
4. Very Good	4
5. Excellent	13
Average:	4.08

4. No one is as Smart as All of Us.

Rating	Frequency
1. Poor	1
2. Fair	3
3. Good	3
4. Very Good	11
5. Excellent	20
Average:	4.211

Fast Track to the Future

May 11-12
Houston, Texas

5. Change is Not a Dirty Word.

Rating	Frequency
1. Poor	0
2. Fair	1
3. Good	3
4. Very Good	7
5. Excellent	17
Average:	4.4286

6. Marketing Tech-Prep.

Rating	Frequency
1. Poor	0
2. Fair	1
3. Good	2
4. Very Good	3
5. Excellent	3
Average:	3.889

7. No one es as Smart as All of Us.

Rating	Frequency
1. Poor	0
2. Fair	1
3. Good	1
4. Very Good	4
5. Excellent	2
Average:	3.875

8. Change is Not a Dirty Word.

Rating	Frequency
1. Poor	0
2. Fair	1
3. Good	5
4. Very Good	8
5. Excellent	8
Average:	4.045

9. Planning For Action.

Rating	Frequency
1. Poor	0
2. Fair	0
3. Good	6
4. Very Good	9
5. Excellent	15
Average:	4.3

Fast Track to the Future

May 11-12
Houston, Texas

Summary

Tuesday, May 11, 1993

Workshop	Presenter	Rating
1. What is Tech-Prep and what will it do to Me?	Sue Godwin	3.932
2. Integrated Academics at Goose Creek I.S.D.	Steve Johnson	4.66
3. Learning/Working Styles and Team Power.	Anita Risner	4.365
4. Special Populations.	Vickie Mitchell	2.512
5. Linking the Classroom to Life-Integrated Math.	Sue Godwin	4
6. Linking the Classroom to Life-Integrated Communications.	Anita Risner	4.16
7. Linking the Classroom to Life-Integrated Science.	Robin Carney	3.722

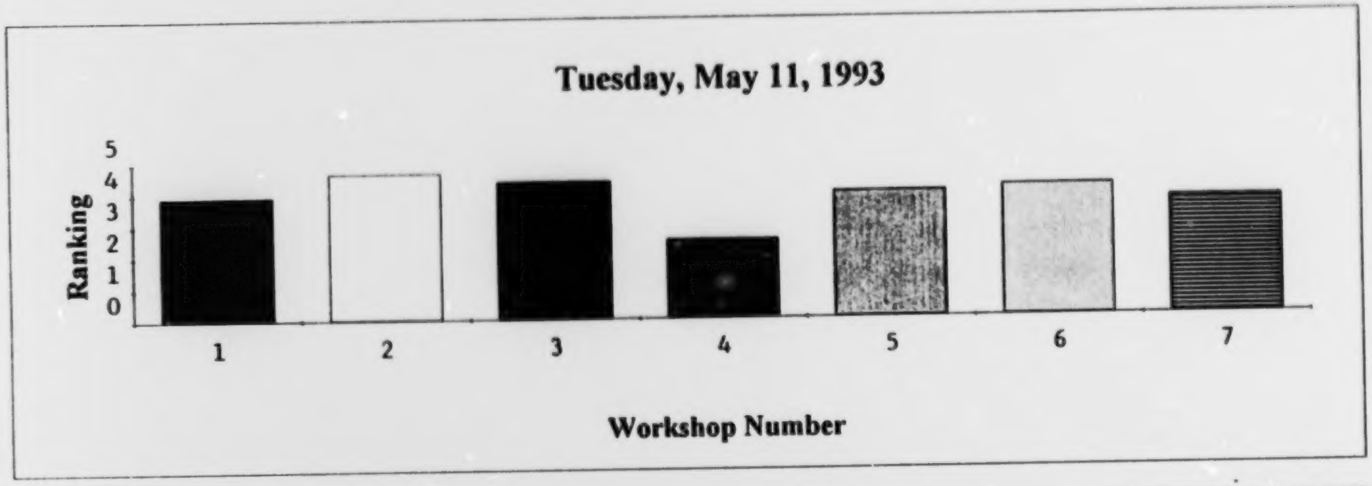
Wednesday, May 12, 1993

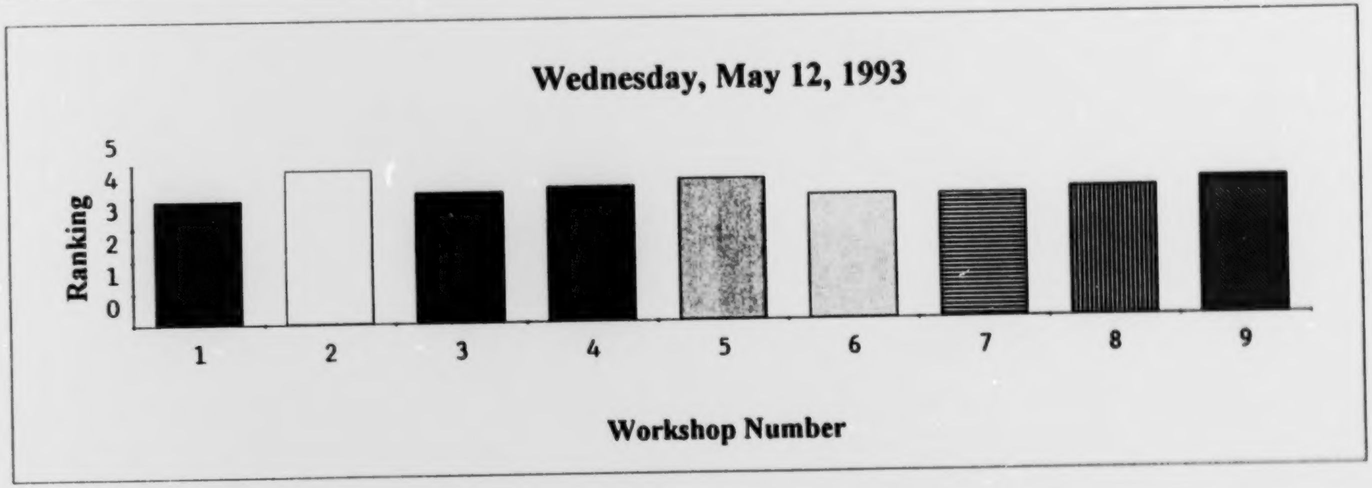
Workshop	Presenter	Rating
1. Overview	Anita Risner	3.87
2. What Employers Want	Local Business & Industry Panel	4.797
3. Marketing Tech-Prep	Robin Carney	4.08
4. No one is as Smart as All of Us.	Anita Risner	4.211
5. Change is Not a Dirty Word	Sue Godwin	4.429
6. Marketing Tech-Prep	Robin Carney	3.889
7. No one is as Smart as All of Us.	Anita Risner	3.875
8. Change is Not a Dirty Word.	Sue Godwin	4.045
9. Planning For Action.	Anita Risner	4.3

Fast Track to the Future

May 11-12

Houston, Texas





Comments

What did you like best about the workshop?

- Information given and resource book.
- Input from local business and industry. Their concerns and viewpoints greatly enhanced the workshop - 22 responses.
- The time to share with other school districts - 4 responses.
- Industry Needs.
- Paradigm Video - I was not aware of this concept and feel enlightened having heard it now - 3 responses.
- The notebook full of information.
- The Learning Styles Activity- 4 responses.
- I had the opportunity to see some of the materials and labs.
- The philosophy of hands-on, student-centered learning - 2 responses.
- The planning for action debriefing was helpful for our team.
- The encouragement and rationale for change.
- The enthusiasm of the presenters and the positive attitude towards the task at hand and the participants - 5 responses.
- Stimulating ideas that we can use immediately.
- Integration of education, business, and industry.
- Enjoyed marketing ideas - 3 responses.
- Steve Johnson, Goose Creek ISD offered the most practical ideas/experiences associated with Tech-Prep and its implementation - 5 responses.
- The "What Employers Want" session offered me the specifics I've needed to begin working with my students.
- The pace was great.

- Presentation of materials.
- How the facilitators/presenters allowed everyone present to give input.
- Math Workshop.
- Very informative, challenged me to try something new.
- "No one is as smart as all of us" - Cooperative learning session was great! - 2 responses.
- Active participation.
- Manual.
- Very positive.
- Good group tasks.
- Practical, informative, immediate application.
- The techniques being discussed were applied.
- The reinforcement of what tech-Prep is about for those of us who have been introduced. Excellent introduction for those who have not had any training.

What did you like least about the workshop?

- "Selling" of certain programs. Some of the materials that went with programs were extremely expensive.
- Some of the presentations were dry. Teachers are a difficult audience.
- Have attended a lot of workshops on Learning Styles, so this was redundant.
- Not being able to attend the workshop on communication.
- Need more time for Coop-learning session.
- Delete special populations session. Focus on all students.
- Special Populations presentation was not good. I feel it was an important topic. It's a shame the scheduled speaker wasn't present.
- Not enough time for sharing ideas with the other schools.
- Not enough vocational activities to give recognition to vocational contribution to academics.
- Sessions not starting on time.
- Expected to receive more information about implementation of Tech-Prep. Too much time was spent on teaching strategies with which I'm already familiar.
- There was nothing that modeled how Tech-Prep instruction could actually be integrated in to curriculum content.
- The afternoon session on Cooperative learning. There were not enough people. It left me with major frustrations, which is not a good way to end a workshop. Possibly it would be better to only do this one time.
- An administrator should have required to come. We were not sure of what this workshop was about, so teachers were picked without realizing what it was they were coming to.
- Shorten some of the sessions. Can be condensed information.
- Special Populations. Mainstreaming was not addressed well.
- We need more help implementing this!

- My school didn't get enough advance notice to allow us to convince our principal to let 3 of us attend together.

- At times, the facilitators allowed the general sessions to become unfocused and did not redirect when people vented their own personal tirades of opinion. When you run a workshop you have to "plan for the crazies!"

- The applied math did not illustrate anything different than what we do now (Hands-on learning) in our math classes, nor draw a distinct connection to careers. The work problems in the booklet are not that good. The program emphasizes the NCTM standards. The level was 7-8th grade math.

- Would like to have seen the cooperative learning handled differently. Most people knew all of this.

- Didn't see how this applied to juniors and seniors.

- Wanted more ideas to add into a Tech-Prep Biology class. In other words, what specific things should students be doing.

- First day had a lack of focus.

- I want to know - does this really work?

In comparison to other professional workshops you have attended, how would your rate this one?

Category	Responses
Very Poor	0
Poor	1
Average	6
Good	27
Very Good	24

How do you propose to implement the idea/concepts gained from this workshop in your school?

- More hands-on, career oriented activities in science.
- More emphasis on simple math in science.
- Continue to develop Tech-Prep program.
- Incorporate many ideas into my classroom.
- Report back to director of instructions, principal, department heads, team leaders to sell the ideas to implement the program.
- Begin working on small-scale with academic teachers.
- My school is not that far.
- Use information in meetings already in action.
- Through special workshops to be offered.
- Staff development - 2 responses.
- Two days of work this summer to establish specific implementation.
- By giving presentations to school board members and faculty.
- Cross-curriculum planning.
- We are currently working an implementation program for Tech-Prep in our district.
- Our district has plans. This workshop helped us to continue brainstorming.
- Integration into classroom activities.
- Implement into school district's plan for integration.
- Rewrite curriculum for ALL students.
- We are working on revamping our curriculum. We are planning inservice meetings to teach our teachers - 2 responses.
- Beginning some integration on my own.

- To return to cooperative learning and to draw from community resources - to "bark" help for "Prep Tech."
- In a group effort with all of us working on a buddy system.
- I plan to promote more marketing of Tech-Prep in my district and community.
- Our plan is still "evolving".
- I intend to go to various businesses and gather both written material that can be used in the classroom and help from the business community in the classroom.
- Plan / Incremental Change / Communicate with others in business.
- More specifics in integrating English/communication skills to Tech-Prep.
- New Tech-Prep program at a new high school opening in the fall.
- Integrate academics with vocational teachers working together as a team.
- Integration into Algebra I next year.
- Present workshops to the vocational teachers.
- Talk to the "Powers That Be" and pray I can do a workshop.
- Will talk to others and try to implement the Tech-Prep program.
- By sharing this two day experience with students (especially the panel). Adjusting some assignments such that students will learn general skills in the work world.
- Bring the information back to the district and make others aware of the program.
- I will teach biology with even more of an applied concept whether it is mandated or not.
- Report to department chair and DI and ask for totally positive support to help sell course (Tech Algebra) to public and other teachers.
- The ideas/concepts are already being implemented.
- I am part of the team to write curriculum this summer and I plan to include ideas.
- Get community people to come visit classrooms and donate equipment.

- Work with my department and administrators to bring about greater communication to our community about Tech-Prep.
- Work with school officials to start Tech-Prep Program.
- Contact Partners in Education in our district to see if they would be interested in talking to students.
- Work with administrators in implementation.
- Try to gain funding, and go from there.
- I will think about cooperative learning again. I was neglecting to develop new ideas.
- We are currently implementing hands-on, cooperative-learning, discovery and career related experiences in our math program, as outlined in the NCTM Standards. I believe we need to contact business/Industry leaders to: (a) come and speak to students, and (b) meet with teachers I also think we need to work on an integrated curriculum rather than a departmental approach.
- Give the information to our director of instruction and discuss the workshop and how it could be used in our school.
- Integrate Tech/Vocational "awareness" lessons into current curricula.
- Work with district Vocational Technology Task Force to integrate Tech-Prep principles.
- We hope to establish Tech-Prep by enlisting the support and direction of our superintendent. I plan to use the examples for the business community to develop specific lessons.

Other Comments

- Please ask your presenters to not read overhead transparencies that are contained in the manual. They should only refer to them and elaborate on their content.
- I wish presenters would spend more time explaining the program.
- Please do not label students! It defeats the philosophy that "all kids can learn" and Tech-Prep is for everyone. Calling kids sweat hogs really bothered me!
- Your group never really showed how this application works with Junior/Senior level classes. i could "buy-in" for Junior High School, but not grades 9-12 in Houston, TX. It would help to run this workshop showing academic courses at upper levels. (Algebra I at least).
- Perhaps, more how-to from specifically Tech-Prep. I have had so much cooperative learning and Learning styles that it was unnecessary.
- I would have preferred a more in depth look at your program in applied math II and what you are doing at the 11th and 12th grades.
- Having lunch prepared here saved the hassle of trying to go off and take care of it.
- Bring in Tech-Prep teachers from all areas - Bio, Math, Physics, Communication - and put them on a panel for us to listen to and question.
- Try to bring in more business people next time. Also, invite local representatives from state government and TEA.
- I wish a list of business professionals desirous of helping teachers would have been given.
- The folder was excellent and much thought provoking conversation went on.
- I would like to see more integration materials.
- Would like to see more workshops on topic - 2 responses.
- Take time to organize a network or to get a network going with names, addresses, phone numbers, etc. to enhance communication.
- Good organization, presenters enthusiastic.
- Paradigm - school district had inservice.

- Good information - notebook and ideas helpful.
- Math workshop was too short!
- For activities make duplicates for us to do in class.
- We need lobbying efforts state-wide with professional organizations.
- I would have liked more Texas School districts' info that have successful Tech-Prep programs in place.

H7. Teachers' Workshop, San Antonio

Evaluation of

Fast Track to the Future

A Workshop Conducted by the

Tech-Prep Professional Development Consortium
Texas A&M University

June 7 - 8, 1993
San Antonio, Texas

Fast Track to the Future

June 7 - 8, 1993
San Antonio, TX

Day One: Monday, June 7, 1993

1. Introductions and Warm Up (Anita Risner)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	6
4 - Very Good	22
5 - Excellent	14
Average	**4.19**

2. What Is Tech-Prep? (Les Tilley)

Rating	Frequency
1 - Poor	2
2 - Fair	1
3 - Good	9
4 - Very Good	21
5 - Excellent	11
Average	**3.864**

3. Tech-Prep Texas Style (Steve Johnson)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	3
4 - Very Good	12
5 - Excellent	26
Average	**4.561**

4. Learning Styles (Anita Risner)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	5
4 - Very Good	24
5 - Excellent	12
Average	**4.17**

Day One Cont.

5. Special Pops. & Tech-Prep (C. Bernstein)

Rating	Frequency
1 - Poor	1
2 - Fair	2
3 - Good	18
4 - Very Good	14
5 - Excellent	5
Average	**3.50**

6. Integrated Mathematics (Les Tilley)

Rating	Frequency
1 - Poor	0
2 - Fair	1
3 - Good	2
4 - Very Good	5
5 - Excellent	5
Average	**4.077**

7. Integrated Communications (Anita Risner)

Rating	Frequency
1 - Poor	0
2 - Fair	2
3 - Good	1
4 - Very Good	14
5 - Excellent	7
Average	**4.083**

8. Integrated Science (Robin Carney)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	0
4 - Very Good	3
5 - Excellent	9
Average	**4.750**

Day Two: Tuesday, June 8, 1993

1. Introductions and Warm Up (Anita Risner)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	8
4 - Very Good	22
5 - Excellent	10
Average	**3.95**

2. What Employers Want (Business & Industry Panel)

Rating	Frequency
1 - Poor	1
2 - Fair	0
3 - Good	4
4 - Very Good	15
5 - Excellent	21
Average	**4.34**

3. Marketing Tech-Prep (Robin Carney)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	2
4 - Very Good	8
5 - Excellent	16
Average	**4.538**

4. Cooperative Learning (Anita Risner)

Rating	Frequency
1 - Poor	0
2 - Fair	1
3 - Good	2
4 - Very Good	14
5 - Excellent	15
Average	**4.344**

5. Change Is Not A Dirty Word (Les Tilley)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	6
4 - Very Good	10
5 - Excellent	8
Average	**4.083**

6. Planning For Action (Anita Risner)

Rating	Frequency
1 - Poor	0
2 - Fair	1
3 - Good	3
4 - Very Good	9
5 - Excellent	8
Average	**4.00**

7. Overall Workshop Evaluation

Rating	Frequency
1 - Very Poor	0
2 - Poor	1
3 - Average	2
4 - Good	11
5 - Very Good	24
Average	**4.526**

FAST TRACK TO THE FUTURE
San Antonio, TX

What did you like best about the workshop?

- Very informative and eye opening (3 responses).
- The section from Steve Johnson was excellent! It gave a lot of concrete ideas about actually setting up Tech-Prep programs.
- Everything.
- Positive attitude of presenters.
- Communications session.
- Sharing ideas with other teachers (4 comments).
- Interaction with others and sharing problems/ideas(3 responses).
- The paradigm video.
- Small grouping and interaction with other groups (2 responses).
- Very well organized.
- I really enjoyed it very much.
- Attitude of presenters: positive, excited,-- made me very excited.
- Very good ideas--learned very much.
- Group activities.
- Informative: Tech-Prep and What It Will Do For Me.
- Pertinent information -- specific direction.
- The presentations that gave us something to "take home and use."
- We are here for "expert" information, and Steve Johnson's is the type of information we need.
- Finding out what Tech-prep really is.

- New ideas on how to improve my teaching (2 responses)
- Taught me how Tech-Prep program can be implemented in my school.
- Ready to use materials and resources.
- Steve Johnson's testimony and presentation (4 responses).
- The session on "what employers want."
- The idea of Tech-Prep and the information that there is ongoing help from outside.
- The sessions were very interesting and practical.
- Marketing Tech-Prep.
- Les Tilley's presentation.
- Activities in the breakout rooms (2 responses).
- Meals and refreshments were excellent!
- Very good information for our students, ourselves and the community.
- The presenters were very excited about the program and seemed believable.
- Business & Industry panel was very informative (4 responses).
- The session on cooperative learning (2 responses).
- How the program is being implemented in Oklahoma (2 responses).
- "Change is not a dirty word."
- First morning's activities.
- Having an opportunity for discussion and brainstorming.

What did you like least about the workshop?

- Too many "little activities" -- would prefer more information about implementation of specific programs.
- Session on Special Populations tended to be less "goal oriented"
- Not enough time to attend the concurrent sessions (3 responses).
- Nothing! (7 responses).
- Not having our administrators attending with us, they missed a good one!
- Not enough time to learn all we need to know (2 responses).
- I wish we could have heard from more schools that are successfully implementing Tech-Prep programs.
- Not enough time, I had to stay behind after sessions because the information was fantastic.
- It should have been a 3 - 4 day workshop.
- Special Pops presentation -- some practical information on incorporating special groups would be helpful.
- Lunch (3 responses).
- Too much information covered in two days--spread it out a little.
- The program was too short (2 responses).
- Sessions were too short--should have made the sessions longer.
- The session on Special Populations -- the presenter seemed dedicated but did not present much information, may be it was because she had very limited time.
- Not enough information on special populations.
- Offer orange juice as an option to coffee during breaks.
- Need more help in planning, however, we understand that not everyone was at step one as we were.

How do you propose to implement the ideas/concepts gained from this workshop in your school?

- Apply concepts to students in the classroom (4 responses).
- I am a Speech Pathologist who works with all kinds of special populations and this would allow me to also help prepare students.
- Sell Tech-Prep concepts.
- Soliciting voluntary participants, brochures, training, etc.
- I would like to get together with my principal, vice principal, counselors, and other teachers.
- First have at least one PT class and one physics class. I intend to present this in much the same manner.
- Implementation of concepts and processes.
- Disseminate the information -- try to formalize plans for a Tech-prep program for students with Tech-Prep.
- Slow, cautious integration involving as many who want to participate.
- Train others and attend more meetings/workshops.
- Present program in an in-service workshop in district.
- Things are not set up in my school yet, hopefully we will start and implement gradually.
- Talk to my students and make them aware of Tech-prep.
- Try and sell the program.
- Share the acquired information with other teachers and administrators(5 responses).
- Convince administrators and teachers that change is coming.
- Take action now with the tool I have acquired.
- Through marketing techniques learned from Robin Carney.

- Talk with our administration and set up in-service staff development for our district and the campus type with our faculty.
- Begin orientation with entire staff.
- Train others.
- Get business & industry people to work with our school.
- Incorporate acquired ideas into my teaching (2 responses).
- Use in my classroom.
- First individually and then school and district wide.
- Attend additional workshops so that I can learn more about implementing Tech-Prep (2 responses).
- Avail my services to our Tech-Prep director.
- Slowly and carefully.
- Try to use what was learned and share with other teachers.
- Unsure.
- Initially by workshops and thereafter, just exposure of the program.

Please list any suggestions you have for improvement of the next workshops (these may include format, topics, location, etc.).

- Please include more on Special Pops and give specific suggestions in helping them.
- Have the next workshop at Corpus Christi, TX.
- Keep the topics current and tell us what works.
- More testimonies from other schools (3 responses).
- More successful Tech-Prep implementation teams throughout Texas so we can get more concrete ideas and plans for implementation.
- Have workshops specifically designed for business courses (3 responses).
- Excellent, just allow more time.
- Have a social gathering (may be in late afternoon) to have a chance to interact with others.
- Enjoyed it.
- More concrete ideas and plans about actually setting up Tech-Prep programs.
- Use smaller groups.
- The students with special needs--all kids--does Tech-Prep include special populations? I don't think so.
- Extend it to 3 days.
- Provide socializing time -- may be a "happy hour."
- Repeat Steve Johnson's presentation in the Corpus Christi area.
- Have a three day workshop so the information is not given to us so fast.
- Specify for academic teachers.
- More handouts.

In the space below, please make any additional comments you wish concerning this workshop.

- I enjoyed this workshop! (3 responses)
- I learned so much.
- Very inspiring workshop: exemplary and motivating!
- Excellent!
- A great learning experience!
- Use sign-in/sign-out sheets in all sessions for the entire workshop to ascertain all teachers stay for the entire workshop.
- Suggest further workshops for us and our administrators and faculty.
- I see Tech-Prep as the answer to many of our problems with at-risk students -- finally a practical, relevant approach to teaching!
- I enjoyed it tremendously! Anita Risner shared so much information with us. I wish we had more time.
- The meals should include more fresh fruit and vegetables.
- It was very good.
- Please include more business education.
- I am pleased that the reality of Tech-Prep program has been arrived.
- Communication on Tech-Prep to all ISDs, especially in the Alamo Tech-Prep Consortium.
- I am glad I came. It gave me the clearest picture of Tech-Prep I have seen.
- Continue with your workshops -- first light of hope I have for our students.
- Sign-in sheets at different sessions.

H8. Teachers' Workshop, Alpine

Evaluation of

Fast Track to the Future

A Workshop Conducted by the

Tech-Prep Professional Development Consortium
Texas A&M University

June 14 -15, 1993
Alpine, Texas

Fast Track to the Future

June 14 - 15, 1993
Alpine, Texas

Day One: Monday, June 14, 1993

1. From Industrial Age to the Information Age
Dr. Jeri Pfiefer

Rating	Frequency
1 - Poor	0
2 - Fair	2
3 - Good	1
4 - Very Good	6
5 - Excellent	36
Average	**4.689**

2. Career Pathways in the Classroom
Esther McCarthy

Rating	Frequency
1 - Poor	0
2 - Fair	2
3 - Good	10
4 - Very Good	20
5 - Excellent	12
Average	**3.954**

3. Employability Skills/SCANS (David Busey)

Rating	Frequency
1 - Poor	4
2 - Fair	3
3 - Good	13
4 - Very Good	14
5 - Excellent	5
Average	**3.333**

4. Integrated Mathematics (Sam Hromadka)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	2
4 - Very Good	10
5 - Excellent	8
Average	**4.30**

Day One Cont.

5. Integrated Science (Genny Donnelley)

Rating	Frequency
1 - Poor	2
2 - Fair	4
3 - Good	10
4 - Very Good	13
5 - Excellent	0
Average	**3.172**

6. Integrated Communications (Diane Fanning)

Rating	Frequency
1 - Poor	0
2 - Fair	1
3 - Good	5
4 - Very Good	12
5 - Excellent	9
Average	**4.074**

7. Career Guidance/Counseling (Julie Desporte)

Rating	Frequency
1 - Poor	0
2 - Fair	1
3 - Good	5
4 - Very Good	11
5 - Excellent	9
Average	**4.077**

Day Two: Tuesday, June 15, 1993

1. Special Populations (Vickie Mitchell)

Rating	Frequency
1 - Poor	1
2 - Fair	1
3 - Good	5
4 - Very Good	7
5 - Excellent	7
Average	**3.857**

2. Learning Styles (Debbie Segler)

Rating	Frequency
1 - Poor	0
2 - Fair	0
3 - Good	1
4 - Very Good	7
5 - Excellent	27
Average	**4.743**

3. Multidisciplinary Teaching (Gary Tucker)

Rating	Frequency
1 - Poor	4
2 - Fair	8
3 - Good	11
4 - Very Good	4
5 - Excellent	1
Average	**2.643**

4. Cooperative Efforts

Rating	Frequency
1 - Poor	2
2 - Fair	1
3 - Good	8
4 - Very Good	14
5 - Excellent	7
Average	**3.719**

5. Planning Sessions

Rating	Frequency
1 - Poor	3
2 - Fair	0
3 - Good	2
4 - Very Good	7
5 - Excellent	4
Average	**3.563**

Overall Workshop Evaluation

Rating	Frequency
1 - Very Poor	0
2 - Poor	0
3 - Average	1
4 - Good	23
5 - Very Good	20
Average	**4.432**

FAST TRACK TO THE FUTURE

Alpine, TX

What did you like best about the workshop?

- Knowledge of material by most presenters.
- Specific ideas from Maths session that I can adopt to use in higher level courses.
- Ideas from other sessions on ways to use materials-- already have to improve career awareness and innovation.
- Introduction to conference.
- Level of competence of each of the presenters.
- Very informative (2 responses).
- Amount of information available.
- Dr. Jeri Pfiefer was excellent! (2 responses)
- Pleasant people.
- I was inspired by the enthusiasm and professional attitudes of the first presenter, Dr. Jeri Pfiefer.
- Small sessions with specific, usable suggestions.
- Well organized, good overall presentation.
- Tech-Prep is a great concept!
- Exposure to people who are also trying to find answers.
- Topics were good (3 responses).
- The location and content (2 responses).
- Sticking to agenda.
- Donuts.
- The interaction with teachers from other school districts.
- I think you have focused on strategies that the research shown that will work for the students and the future.
- The presenters were great!
- The amount of information presented.
- Subject, approach and funding.
- Professional and logical.
- Hands-on activities and open participation, aside from the fact that it was in Alpine!
- Dr. Jeri Pfiefer's and Debbie Seggler's presentations.
- The breakout sessions where you could attend more than one.
- The availability of materials and openness of presenters.
- The fact that we're finally becoming conscious of the fact that our teaching methods have to change. The best part was that we were shown how to change!
- It was all done very well.
- The professionalism of the presenters. The fast paced talking--getting straight to the point.
- The presenters in the sessions that I attended did a good job.
- General session.
- Introduction by Dr. Pfiefer was incredible! The information was right on target and the presentation style was great!

- Debbie Seggler and Diane Fanning were great! They both gave us a lot of useful information that can be taken back to the classroom and immediately used.
- Excellent sessions on Communications and Learning Styles--both were dynamic, interesting, and gave multiple examples of integrating activities within the classroom.
- Topics to choose from.
- Some of the presenters were so enthusiastic and upbeat.
- All the freebies from Tech-Prep.
- Part of the program was very informative and the scheduling was well done.
- I liked the keynote address the best.
- The workshop was very good in the sense that it provided insight into Tech-Prep.
- "Hands-on" approach to Math and Cooperative Learning.
- Gave me a lot of practical information in a very short time.
- I liked the participation type activities.
- The relevance of the Science and Mathematics portions were the best for me as a Chemistry teacher.

What did you like least about the workshop?

- Did not take into account small school systems from economically depressed areas.
- Lack of hands-on applications.
- Not applicable.
- Some of the presenters need to be more versed and should vary their activities to keep the interest of the audience.
- Supplement the lessons with acquired materials.
- Having to drive down to Alpine.
- Planning sessions.
- Integrated Science.
- General, introductory, overview type of workshop.
- Unstable temperature controls.
- Too much overview, not much in-depth usable information.
- We need to model also rather being talked to -- practice what they preach with us.
- The fact that the presenters did not know who and where the participants were from. El Paso is an international city that hardly fits the "country pumpkin" approach. I am not sure that they know that El Paso is in Texas!!
- Not being able to hear all the presenters very well.
- There is not anything that I disliked!
- Not having addresses and phone numbers of presenters/consultants in packets.
- Assumption appeared to be that we will be against Tech-prep.
- That presenters did not know the area that we teach and live in. Some presenters did not know that we are from poor school districts!
- Not enough time to understand what Tech-Prep is all about. It seems that there are some pieces missing in the process, and not all the players are working together.
- Day was a little long, no time during stay to see Alpine.
- Some sessions needed to be longer.
- Overnight accommodations, let local group furnish suggestions.
- Possibly notice given and publicity for workshop.
- Needed more of our staff to attend, especially other campuses and administrators.
- The length of the sessions (whole day) -- got a bit too long by the end of the afternoon.
- Too much.
- Not a whole lot of discussion in the concurrent sessions.
- Sessions should be about 1 1/2 hours long instead of 1 3/4 hours.
- Seemed like all information was derived at large schools.
- The term "Multidisciplinary Teaching" was used in a misleading manner. We expected and need information that can help us plan activities across the curriculum.
- There should be more efforts to include other subject areas like Social Studies in the content areas of Tech-Prep. Social Studies can lend itself very well especially in the areas of reading and writing skills and research.
- Cooperative Learning -- she was great and I knew she had excellent ideas, but there was not enough time to get into detail. I would have liked to have had specific hands-on experiences on utilizing team building concepts and classroom cooperative learning

activities.

- Some of the topics were not relevant.
- Multidisciplinary Teaching -- we thought it was going to be about combining the disciplines of Science, Social Studies, English, etc.
- Chamber of Commerce speaker.
- Concerned with the "Multidisciplinary " approach to Science -- appeared to have a lot of things not meeting "real world" needs.
- Presentation of CORD's material on science.
- Sitting on hard seats hour after hour.

How do you propose to implement the ideas/concepts gained from this workshop in your school?

- Apply concepts to students.
- Hopefully we will be able to implement it in our school district.
- Have a career-a-week feature in class using materials I already have.
- Expand information from NMWSE White Sands Missile range trip classroom.
- Check on Saturday field trips with career emphasis.
- Work closely with other teachers.
- Adopt to present format.
- Gradually during the school year.
- Implementing the ideas and concepts into what I have been doing, a little at a time.
- Incorporate 2 - 3 ideas from each area of concern during the year, with plans to do more each year.
- Distribute information to staff, superintendent, board, etc.
- I work in a dropout recovery program and being able to offer students a Tech-Prep curriculum is just what is needed!
- Try to get my administration and fellow teachers interested and educated about what Tech-Prep is and how it works.
- I intend to use the methods learned in algebra, cooperative learning and learning styles.
- Integrate applied math into my math classes,
- First, in my classroom; then at the teaching team level; and finally at the school district level.
- Through staff development.
- I currently have implemented some of the ideas. I would like to do more cooperative learning.
- Continue to investigate the advantages of Tech-Prep, and continue to work to make it successful. I believe it is an excellent process to teach students and reform our school system.
- Propose to principal -- assist principal to have people from Goose Creek come for in-service.
- Use it in the vocational areas when we get to courses.
- Change the way I teach.
- As suggested: survey industry, use real-life situations, use cooperative learning.
- Multisensory approach used more in my classes now -- I needed to be reminded!
- I will be using the ideas relative to career exploration, career investigation, and planning in my position as counselor with students from K - 12.
- By concentrating more on skills that students will be using in real-life situations.
- Work more with industry.
- By getting our students to start a career portfolio at the elementary level through high school. Getting people from the community involved
- Shadowing business people.
- I plan to do more grouping of students for cooperative learning and use Tech-Prep in the classroom by using real contexts.
- Discuss program with School Board -- will ask them to come and help implement.

- Integrate concepts learned, especially the Learning Styles activities.
- I plan to make certain that my kids are capable of learning on their own when they leave my classroom, and that they can function competently on the job.
- I plan to extend the regular core curriculum into career fields that are available to students once they enter the workforce.
- We will integrate cooperative learning, learning styles, and career opportunities across the curriculum.
- Social and work skills will be developed and encouraged with curriculum.
- Plan to use a lot of the ideas and strategies because we are staring a new school and all of this information will fit in.
- Use the information from Tech-Prep in general and Learning Styles.
- I will try to incorporate what I have learned in the Math workshop. Most of all, my awareness level about Tech-Prep has increased.
- I will implement the concepts gained systematically using those that work best.
- Develop strategies to do implementation and integration procedures.
- More computer learning and hands-on technology for my Math class.
- Use more cooperative learning techniques in my instruction.
- Integrating some of the acquired concepts into our curriculum, and by revising the curriculum to make it more focused on employability skills.
- Finding and making contact with people involved with Tech-Prep at central office on my campus and working with them.
- Implementing career awareness and making students investigate careers, planning field trips, etc.
- I plan to share the materials and notes with other teachers in my department and other departments.
- Take the most relevant materials/ideas and apply them to my situation. I already utilize many of the techniques presented. I also intend to look into CORD and other programs discussed.

Please list any suggestions you have for improvement of the next workshops (these may include format, topics, location, etc.).

- Will share ideas with my department.
- More detailed information on science topics.
- More topics on the courses of Tech-Prep.
- Give out numbers to concurrent topics (1, 2, 3, . . . etc.) -- all the 1's go to one, all the 2's go to another, etc.
- Hold on to check till the last session.
- The workshop might be new to people in administration.
- The population that should be sold on this idea are the administrators.
- Longer periods for topics with more choices.
- Evening sessions on day one, so we can finish at noon on day two.
- Arrange for tour of area on Sunday evening or afternoon.
- Spend more time discussing model programs for Tech-Prep and ways in which SCANS competencies can be incorporated into existing programs/curricula with the least amount of resistance.
- Find people who are using interdisciplinary approaches and use them on us.
- Perhaps more resource or industry people ought to be involved.
- Provide more advance information by class subject (discipline) to districts to encourage more teacher participation.
- Reduce time schedule so each person would have the opportunity to attend all sessions.
- Format: more active participants vs. passive participant sessions.
- Offer a class at VTEP at the graduate level.
- Stress vocational and industrial technology fields that fit into other teaching fields.
- Make elementary campuses more aware that this applies to them too.
- It would be helpful to us out here in the "Great Outback" to have some of our personnel trained as trainers in Tech-Prep.
- Please, stress to all universities to get on the Band Wagon!
- Do more staff development in the schools.
- Have students shadow teachers, counselors, and administrators.
- Presentation teams should come to schools.
- Screen speakers more closely and make sure that they are more dynamic in their presentation style.
- Need more workshops on specific content areas.
- More time in areas like cooperative learning and learning styles where hands-on examples will be given.
- the SCANS and employability skills could have been integrated into the sessional presentations instead of stand-alone.
- Planning sessions should be done on individual campuses.
- How to incorporate thematic units across the different content areas.
- May be a little more time for the teachers to view the Tech-Prep materials.
- Please include more administrators. They need to be aware of future directions in education!

- More workshops as to how to implement curriculum in different subject areas and shorter time span (1 hour each).
- Sessions should be shorter -- or at least have 5 breaks, one every 45 minutes instead of the long breaks.

In the space below, please make any additional comments you wish concerning this workshop.

- Loved it! This is going to change my life and will make a world of difference to my students -- it will give their lives new meaning!
- Overall, good job!
- We appreciate the information.
- Enjoyed the workshop (2 comments).
- Checks should be handed out at the end of the workshop to retain the audience.
- Offer a workshop just for administrators.
- More comfortable seats.
- Cooperative learning workshop to teach others to work cooperatively would be good.
- You need to limit your presenters to active teachers/administrators. so called "experts" are not well received by teachers!
- Workshop was good -- these conferences need to be continued.
- Thanks!
- We need to get more universities involved in this consortium. All stakeholders need to get together.
- It was a shame that not many administrators were here!
- Very good.
- I have seldom seen this much logic or valid common sense applied to education. Hope that this does not hurt the progress or growth of the program.
- I enjoyed the workshop, it was a good way to be introduced to Tech-Prep program.
- I would like to either work for or have a class with Dr. Pfiefer.
- I wish we had the money and the time available to take the SRSU weekend course on Tech-Prep.
- Very good session overall.
- Location was nice.
- Overall, I enjoyed it greatly. The presenters were terrific, energetic, and informative.
- I would like more information on what us vocational teachers will need to be ready for when putting Tech-Prep in to stay.
- Great work!
- Diane Fanning and Debbie Seggler were the best!
- The location is wonderful--gives teachers a chance to get away, and enhances quality of learning.
- This has been a great experience for me. It was my first exposure to Tech-Prep, something I feel is the trend for the future.
- ***I will be willing to work with the consortium in the area of adding Social Studies to the content areas used to teach Tech-Prep. (Brenda Booth, El Paso ISD)***
- The materials given to us were good. It is great to be given a copy of everything in order to use it later.
- I really enjoyed it, as did my faculty. We learned so much and we plan to use it in developing our curriculum.
- Well organized, motivating, and very good eye-opener.
- Nothing is close to our district and it costs lots of money. We visit several industries

in El Paso and my students get a lot out of it, but the cost of each trip is unbelievable, and now you are asking us to do more? With what?

H9. Teachers' Workshop, Abilene

Evaluation of

Applied Methodology and Tech-Prep

A Workshop Conducted by the

Tech-Prep Professional Development Consortium
Texas A&M University

June 21-22, 1993
Abilene, Texas

APPLIED METHODOLOGY AND TECH-PREP

June 21 - 22, 1993
Abilene, Texas

Day One: Monday, June 21, 1993

Opening Session: From Industrial Age to the Information Age (Dr. Jeri Pfiefer)

1. The presenter related the topic to my concerns.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	3
4 - Agree	4
5 - Strongly Agree	18
Average	**4.60**

2. Topic was appropriate for the presentation theme.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	1
4 - Agree	5
5 - Strongly Agree	19
Average	**4.72**

3. The presenter covered the topic well.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	2
4 - Agree	4
5 - Strongly Agree	19
Average	**4.68**

4. The presenter linked the information to Tech-Prep.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	1
4 - Agree	7
5 - Strongly Agree	17
Average	**4.64**

Part II A: Integrated Communications

1. The presenter related the topic to my concerns.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	1
4 - Agree	0
5 - Strongly Agree	5
Average	**4.67**

2. Topic was appropriate for the presentation theme.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	0
5 - Strongly Agree	6
Average	**5.00**

3. The presenter covered the topic well.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	4
Average	**4.67**

4. The presenter linked the information to Tech-Prep.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	4
Average	**4.67**

5. Activities covered were relevant to topic.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	4
Average	**4.67**

6. Applied methodology will be used in my classroom.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	1
5 - Strongly Agree	5
Average	**4.83**

Part II B: Integrated Science

1. The presenter related the topic to my concerns.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	6
Average	**4.75**

3. The presenter covered the topic well.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	6
Average	**4.75**

5. Activities covered were relevant to topic.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	3
5 - Strongly Agree	5
Average	**4.63**

2. Topic was appropriate for the presentation theme.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	1
5 - Strongly Agree	7
Average	**4.88**

4. The presenter linked the information to Tech-Prep.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	4
5 - Strongly Agree	4
Average	**4.50**

6. Applied methodology will be used in my classroom.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	3
5 - Strongly Agree	5
Average	**4.63**

Part II C: Integrated Mathematics

1. The presenter related the topic to my concerns.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	1
5 - Strongly Agree	9
Average	**4.90**

3. The presenter covered the topic well.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	8
Average	**4.80**

5. Activities covered were relevant to topic.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	8
Average	**4.80**

2. Topic was appropriate for the presentation theme.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	0
5 - Strongly Agree	10
Average	**5.00**

4. The presenter linked the information to Tech-Prep.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	2
5 - Strongly Agree	8
Average	**4.80**

6. Applied methodology will be used in my classroom.

Rating	Frequency
1 - Strongly Disagree	0
2 - Disagree	0
3 - Neutral	0
4 - Agree	1
5 - Strongly Agree	9
Average	**4.90**

Overall rating of workshop based on relevancy and application.

Rating	Frequency
1 - Low	0
2	0
3	0
4	5
5 - High	19
Average	**4.79**

APPLIED METHODOLOGY AND TECH-PREP

Abilene, Texas
June 21 - 22, 1993

PART III: General Comments

1. **What did you like best about the workshop? Please explain.**

- Networking with others
- We shared many ideas on everything: projects, thematic units, even for keeping kids from writing on desks!
- The sharing time between teachers to talk about things that work in the classroom (concerning Tech-Prep).
- I enjoyed sharing ideas with other professionals (3 responses)
- Speakers from the community(2 responses)
- Hands-on exercises (3 responses).
- I liked the hands-on activities best, because it adds another dimension to teaching and learning. It is my feeling that there is no better way of learning than to do it!
- Usable hands-on activities (2 responses).
- The presenters were excellent!
- The cooperation of all the teachers with the presenters and how well the topics were presented.
- Flying kites, all the Biology, and all the Science.
- Wide range of activities that can be used in labs for teaching high school science.
- Demonstration of activities and allowing us to participate.
- All activities and handouts were practical application problems.
- The food and Cathy Daisy were great.
- I really enjoyed the hand outs and all the "unique" information received.

- The materials distributed. It's all well to discuss the theory of Tech-Prep, but the materials handed to us will make it possible to implement Tech-Prep in the classes.
- Thank you for the practical hands-on materials which I will integrate into my curriculum.
- Multitude of activities received -- Great!
- Lots of hands-on materials.
- Lab workshops.
- The application in area (mathematics).

2. **What did you like least about the workshop? Please explain.**

- Some of the Business English applied to our ME department, but the ideas were still good and can be applied.
- Too short!
- Not enough group discussion time.
- Too long.
- Second day lunch -- contained too much mayonnaise.
- I would have liked a few presentations dealing with Chemistry.
- Summer.
- Need for more ideas and activities. Judging from those seen i presentations over the last two days, a spark of creativity will certainly reign.
- The computer demonstrations were not worthwhile.
- Temperature of building.
- Hot temperatures in the afternoon.
- Needed more time to freely discuss possibilities with colleagues in conference--particularly interdisciplinary.
- Wish the activities were all organized into "units" or "topics."
- Could have more on how to help get Tech-Prep going.
- Ill planned computer presentation (Math).
- Time -- as always.

3. **Other comments you wish to make about the two-day workshop.**

- One of the best workshops I have been to.
- I thoroughly enjoyed the workshop--it was well worth my time!
- Thanks for allowing me to participate in this new program.
- The workshop was well organized and the presenters were very effective. I hope there will be many of these.
- More!!!
- May be more of these workshops for other subject matter.
- Our two science presenters were excellent, and always innovative in approaches used for this workshop.
- Best one I have ever attended!
- The presenters did an excellent job.
- Best Tech-prep workshop attended.
- I found the workshop to be very informative and useful.
- The presenters were fabulous.
- I loved the enthusiasm -- is what teaching should be about!
- Excellent food and classroom facilities.
- Thoroughly enjoyed it.
- Find a different motel.
- Thanks! I needed that.

APPENDIX I

Tech-Prep Presenter Database

Tech-Prep Presenter Database

Compiled by the Tech-Prep Professional Development Consortium
at
Texas A&M University
College Station, TX

by
Scott Davis
Research Associate
Texas A&M University
3/3/93

TECH-PREP PRESENTER DATABASE

This database consists of three sections;

- Section A is comprised of a list of individuals who presented at the 1992 National Tech-Prep Conference in Chicago.
- Section B is comprised of a list of individuals who presented at the 1992 American Vocational Association Conference in St. Louis
- Section C is comprised of a list individuals recommended by the twenty-five Tech-Prep directors for the State of Texas.
- Section D is comprised of a list individuals recommended by the state directors for Tech-Prep.

Section A

Lastname	Firstname	Address	Speciality
Akers	Julia	Roanoke Area Tech Prep Consortium Roanoke, VA	Business & Tech Prep
Albrecht	Bryan D.	Wisconsin Department of Public Instruction Madison, WI	Implementing Tech Prep
Allen	Jocelle	Spartanburg Technical College Spartanburg, SC	Staff Development
Anderson	Trudy	Idaho Department of Education Boise, Idaho	Curriculum Integration
Anderson	Arne	Bay de Noc Community College Escanaba,MI	Curriculum
Avery	Fay	Northern Virginia Community College Alexandria, VA	Business & Education Partnership
Banner	Carolyn	Lowcountry Tech Prep Consortium Beaufort, SC	Career Choices
Barry	Pamelia	Massachusetts Bureau of Post secondary Occupational Education Quincy, MA	Tech Prep curriculum Development
Barry	Pamelia	Massachusetts Bureau of Post secondary Occupational Education Quincy, MA	Tech Prep curriculum Development
Block	Pamela	Northwest Suburban Career Cooperative Palatine, IL	Business and Education Cooperation
Bollendorf	Marsha	Partnership for Excellence in Education Aurora, IL	Guidance & Tech Prep

Presenters of note from the National TechPrep Network 1992 Fall Conference

Bragg	Debra	National Center for Research in Vocational Education University of Illinois at Champaign Champaign, IL	Program Assessment
Brown	James R.	University of Minnesota St. Paul, MN	Special Populations & Tech Prep
Brown	Bob	Southwest Oklahoma State University Weatherford, OK	University's role & Tech Prep
Campbell	James R.	Delaware Consortium on Tech Prep Dover, DE	Design & Implementation of Tech Prep
Cancro	John P.	Pennsylvania State University--Kensington Campus New Kensington, PA	Marketing Tech Prep
Carnahan	Robert E.	Pennsylvania State University--Kensington Campus New Kensington, PA	Marketing Tech Prep
Carnahan	Robert E.	Pennsylvania State University--Kensington Campus New Kensington, PA	Marketing Tech Prep
Carroll	Sandy	Logan County Schools Logan, WV	Marketing Tech Prep
Chew	Catherine	Center on Education and Work Madison, WI	Implementing Tech Prep
Christensen	Gary	Oregon State System of Higher Education Salem, OR	University's role & Tech Prep
Clowes	Darrel	National Center for Research in Vocational Education Virginia Polytechnic Institute	Program Assessment

Presenters of note from the National TechPrep Network 1992 Fall Conference

Crabbe	Anne B.	Richmond Community College Hamlet, NC	Collaborative Leadership
Crain	Phyllis H.	Upstate Tech Prep Consortium Campobello, SC	Staff Development
Crosby	Patricia	Springfield Technical College Springfield, MA	Tech Prep curriculum Development
Crosby	Patricia	Springfield Technical College Springfield, MA	Tech Prep curriculum Development
Crum	Cleo	Onslow County Schools Jacksonville, NC	Marketing & Guidance
Cumming	Irv	Kalamazoo Valley Intermediate School District Kalamazoo, MI	Curriculum guides for Tech prep
Dixon	Bob	Portland Community College Portland, OR	Tech Prep Associate Degree
Doran	Linda	Tennessee Board of Regents Nashville,TN	University's role & Tech Prep
Dornsife	Carolyn	National Center for Research in Vocational Education University of California at Berkeley Berkeley, CA	Program Assessment
Doyle	James R.	Norfolk Public Schools Norfolk, VA	Staff Development
Eddy	Jeanne	Vocational Transition Consortium Plymouth, MN	Special Populations & Tech Prep
Epton	Donna	Northwest Suburban Career Cooperative Palatine, IL	Business & Industry Linkages

Presenters of note from the National TechPrep Network 1992 Fall Conference

Flood	Donald	Greater Capital District Tech Prep Consortium Albany, NY	Working with Committees and Tech prep
Franks	Steve	Alabama Department of Education Montgomery, AL	Curriculum Integration
Free	Bob	South Seattle Community College Seattle, WA	Applied Academics
Gallagher	Al	National Career Development Association New Town, PA	Counselors & Tech Prep
Gayton	Carver	The Boeing Company Seattle, WA	Manufacturing & Tech Prep
Goodale	Susan	Illinois Valley Central High School Chillicothe, IL	Marketing Tech Prep
Goodhue	Joan	Putnam Vocational Technical High School Putnam, MA	Tech Prep curriculum Development
Graham	Carolyn	Board of Education of Charles County La Plata, MD	Counselors & Tech Prep
Gray	Cheryl	Partnership for Excellence in Education Aurora, IL	Guidance & Tech Prep
Grimsley	Joe	Richmond Community College Hamlet, NC	Collaborative Leadership
Gustafson	Roger	Delta Schoolcraft Intermediate School District Escanaba, MI	Curriculum
Hammons	Frank T.	Florida International University Miami, FL	Tech Prep Evaluation

Presenters of note from the National TechPrep Network 1992 Fall Conference

Hayward	Gerald	National Center for Research in Vocational Education University of California at Berkeley Berkeley, CA	Program Assessment
Helmandollar	C. Ben	Roanoke Area Tech Prep Consortium Roanoke, VA	Business & Tech Prep
Herndon	Eleanor	Cumberland County Schools Cumberland, NC	Guidance & Counseling
Herring	Donald R.	Onslow County Schools Jacksonville, NC	Marketing & Guidance
Hoerner	James L.	National Center for Research in Vocational Education Blacksburg, VA	Professional Development
Holm	Fran	Sante Fe Community College Gainesville, FL	Integrating curriculum
Holmes	Paul	Percy Julian High School Chicago,IL	Health Occu. & Tech Prep
Hosay	Jane	Norfolk Public Schools Norfolk, VA	Staff Development
Hoyt	Ken	National Career Development Association New Town, PA	Counselors & Tech Prep
Hudis	Paula	MPR and Associates Berkeley, CA	Evaluation models for Tech prep
Ingvalson	Leslie	Minnesota Department of Education St. Paul, MN	Special Populations & Tech Prep
Irvin	Verrita	Malcolm X College Chicago, IL	Health Occu. & Tech Prep

Presenters of note from the National TechPrep Network 1992 Fall Conference

Isenburg	Raymond	Indian River Community College Fort Pierce, FL	Applied Academics and Dual Enrollment
Johnson	Steven	Smith Vocational Agricultural High School Smith, MA	Tech Prep curriculum Development
Johnson	Karen	TriCounty/Quad City Vocational Region East Moline, IL	Professional Development
Johnson	Dave	Oakland Technical Center Northwest Clarkston, MI	Core competencies for Tech Prep
Jusek	Bobbie	MPR and Associates Berkeley, CA	Evaluation models for Tech prep
Kelly	Sylvia	Global Edge Tech Prep Consortium Plano, TX	Professional Development
Kusek	Robert	Greater Capital District Tech Prep Consortium Albany, NY	Working with Committees and Tech prep
Kwansy	Linda	Kalamazoo Valley Intermediate School District Kalamazoo, MI	Curriculum guides for Tech prep
Ladue	Mary	West Shore Community College Scottville, MI	Curriculum articulation
Lane	Richard	Franklin County Technical School Franklin, MA	Tech Prep curriculum Development
Lester	Juliette	National Occupational Information Coordinating Committee Washington, DC	Guidance & Counseling
Lucas	Joan	Southern West Virginia Community College Logan, WV	Marketing Tech Prep

Presenters of note from the National TechPrep Network 1992 Fall Conference

Luxford	Terry E.	West Shore Community College Scottville, MI	Curriculum articulation
Mannes	Kathryn Jo	Dusco Community Services Alexandria, VA	Business & Education Partnership
Markowich	Mary	Gulf Coast Tech Prep Consortium Houston, TX	How to Make Tech Prep work
Marmaras	Judy	Community College of Rhode Island Warwick, RI	Marketing Tech Prep
Martin	June	Oakland County Tech Prep Consortium Waterford, MI	Core competencies for Tech Prep
Mayse	Sally	Lowcountry Tech Prep Consortium Varville, SC	Marketing Tech Prep
McCabe	Donald	Greater Capital District Tech Prep Consortium Albany, NY	Working with Committees and Tech prep
McClure	Larry	Northwest Regional Educational Laboratory Portland, OR	Manufacturing & Tech Prep
McDuffie	Leslie	Cumberland County College Vineland, NJ	Implementing Tech Prep
McInturff	Paul	John A Logan College Carterville, IL	Integrating Curriculum
Mercer	Sandy	Illinois State Board of Education Springfield, IL	Tech Prep organization
Miller	Robert	Westfield Vocational Technical School Westfield, MA	Tech Prep curriculum Development
Miller	Jack	MT Hood Regional Cooperative Consortium Gresham, OR	Tech Prep Associate Degree

Presenters of note from the National TechPrep Network 1992 Fall Conference

Miller	Bill	Polk County Schools Polk County, NC	Guidance & Counseling
Miracola	John	St. Lucie County School District Fort Pierce, FL	Applied Academics and Dual Enrollment
Moore	Glen	School Board of Alachua County Gainesville, FL	Integrating curriculum
Moore	Gary	National Alliance for Business Washington, DC	National Alliance of Business & Tech Prep
Morrison	Wade	Arlington County Schools Alexandria, VA	Business & Education Partnership
Mumford	Sabra Ann	Western Wisconsin Technical College La Crosse, WI	Special Populations & Tech Prep
Murphy	Rick	Tri-County Director of Cooperative Education Pendleton, SC	Postsecondary & Tech Prep
Neff	George	South Seattle Community College Seattle, WA	Applied Academics
O'Brien	Paul	Indian River Community College Fort Pierce, FL	Applied Academics and Dual Enrollment
O'Hare	Jerry	Illinois State Board of Education Springfield, IL	Tech Prep organization
Olczak	Stephen G.	St. Mary's County Public Schools Morganza, MD	Implementing Tech Prep
Palmer	Harriet	Pendleton High School Anderson, SC	Applied Academics
Paquin	Ted	Upper Peninsula Vocational/Technical and Education Employment Coalition Kingsford, MI	Curriculum

Presenters of note from the National TechPrep Network 1992 Fall Conference

Peele	Frank	Norfolk Public Schools Norfolk, VA	Staff Development
Peters	Roy V.	Oklahoma State Department of Vocational-Technical Education Stillwater, OK	Apprenticeship & Site based Training
Peterson	Karl S.	Central Arizona College Coolidge, AZ	Planning meetings for the most gain.
Phelps	L. Allen	Center on Education and Work Madison, WI	School restructuring & Tech Prep
Pierce	David	American Association of Community Colleges Washington, DC	Community College
Pierce	Tom	South Seattle Community College Seattle, WA	Applied Academics
Pierson	Tom	Marquette-Alger Intermediate School District Marquette, MI	Curriculum
Pirozzoli	Don	Fox Valley Technical College Appleton, WI	Curr. Mapping for Tech Prep
Pool	Peggy	Illinois State Board of Education Springfield, IL	Tech Prep organization
Prince	Judith	University of South Carolina Spartanburg, SC	Staff Development
Retaskie	Richard	Northern Michigan University Marquette, MI	Curriculum
Revello	Roland	Norway Vulcan Area Schools Norway, MI	Curriculum

Presenters of note from the National TechPrep Network 1992 Fall Conference

Robertson	Ralph	Richmond Senior High School Rockingham, NC	Tech Prep implementation
Robinson	Michael	Mason-Lake Intermediate School District Ludington, MI	Curriculum articulation
Roy	Wayne	United States Department of Labor Marquette, MI	Curriculum
Rubin	Michael	Evaluation and Training Institute San Francisco, CA	Evaluation models for Tech prep
Rubin	Larry	University of Wisconsin System Madison, WI	University's role & Tech Prep
Rucks	Susan	Northwest Suburban Career Cooperative Palatine, IL	Business and Education Cooperation
Russell	Barry	Central Texas Tech Prep Consortium Temple, TX	Professional Development
Schmitz	Alice	Hoffman Estates High School Hoffman Estates, IL	Business & Industry Linkages
Schoeff	Linda	Indiana Commission on Vocational and Technical Education Indianapolis, IN	Marketing Tech Prep
Segura	William	Chemeketa Community College Salem, OR	Community College
Sellers	Gwen	Tri-County Area Tech Prep Consortium Denmark, SC	Implementing Tech Prep
Shields	Sue	North Clamas School District #12 Milwaukie, OR	Counseling
Sons	Mike	Elk Grove High School Elk Grove Village, IL	Business & Industry Linkages

Presenters of note from the National TechPrep Network 1992 Fall Conference

Spohn	Constance	Greater Capital District Tech Prep Consortium Albany, NY	Working with Committees and Tech prep
Stapler	Dale C.	National Institute for Technology Training Mississippi State, MI	TQM & Tech Prep
Stogner	Myrtle	North Carolina Tech Prep Leadership Development Center Hamlet, NC	Collaborative Leadership
Suksi	James	Northern Michigan University Marquette, MI	Program Articulation
Temple	Ron	Philadelphia Community College Philadelphia, PA	Community College
Thorogood	Nellie Carr	North Harris Montgomery Community College District Houston, TX	Community College
Timm, Jr.	Walter H.	Coastal Carolina Community College Jacksonville, NC	Marketing & Guidance
Tolkheim	Mike	Wisconsin Board of Vocational, Technical, and Adult Education Madison, WI	Implementing Tech Prep
Tomblin	Joanne	Southern West Virginia Community College Logan, WV	Marketing Tech Prep
Turlington	Anita	Tri-County Technical College Pendleton, SC	Postsecondary & Tech Prep
Tworek	Richard	Malcolm X College Chicago, IL	Health Occu. & Tech Prep

Presenters of note from the National TechPrep Network 1992 Fall Conference

Vickers	Mary Sue	National Occupational Information Coordinating Committee Washington, DC	Guidance & Counseling
Vitale	Julia	Gulf Coast Tech Prep Consortium Houston, TX	How to Make Tech Prep work
Wacker	Gabrielle	Center on Education and Work Madison, WI	School restructuring & Tech Prep
Walker	Mary	Roseland Community Hospital Chicago, IL	Health Occu. & Tech Prep
Walsh	William	Northwest Suburban Career Cooperative Palatine, IL	Business and Education Cooperation
Walter	Diana	Partnership for Academic and Career Education Pendleton, SC	Tech Prep Associate Degree
Warthen	Judy	Western Illinois University Moline, IL	Professional Development
Wiesmantel	Paul	Stephenson Public Schools Stephenson, MI	Curriculum
Winterburn	Patty	Indian River Community College Fort Pierce, FL	Applied Academics and Dual Enrollment
Zaccaria	Michael	Cumberland County College Vineland, NJ	Implementing Tech Prep

Presenters of note from the National TechPrep Network 1992 Fall Conference

Section B

Lastname	Firstname		Address	Speciality
Adams	Dewey A.	Dr.	Professor, Comprehensive Vocational Education Ohio State University Columbus, OH	Post-secondary & university partnerships
Anderson	Lowell	Dr.	Chairman, ITE Department Indiana State University Terre Haute, IN	Implementing Tech Prep
Bozarth	Joyce	Ms.	Business Instructor Trigg County High School Cadiz, KY	Business education & Techprep
Bragg	Debra D.	Dr.	Assistant Professor, Department of Vocational and Technical Education University of Illinois Champaign, IL	Implementing Techprep
Chew	Catherine	Ms.	Center on Education and Work University of Wisconsin Madison, WI	Counseling for Techprep
Datcher	Dolores	Ms.	Supervisor of Instruction Calvert County Public Schools Prince Frederick, MD	Apprenticeship & Techprep
DeBenedetti	Janice	Ms.	Program Manager California Department of Education Sacramento, CA	Food service, Hospitality & Techprep
Faulk	Anndra	Ms.	Middle School Supervisor/Counselor Dothan City School System Dothan City, AL	Techprep and College Prep
Gilli	Lynne M.	Dr.	Branch Chief Maryland State Department of Education Division of Career and Technology Education Baltimore, MD	Apprenticeship & Techprep

1992 AVA Techprep and related topics presenters 3/2/93

Gilli	Angelo C.	Dr.	President I.D.E.A.S. Inc. Pasadena, MD	Apprenticeship & Techprep
Glasscock	Sharron	Ms.	Associate Specialist Department of Education Richmond, VA	Techprep & Childcare
Hammons	Frank T.	Dr.	Assistant Professor Vocational Education College of Education Florida International University Miami, FL	Techprep program Evaluation
Harris	Clark	Mr.	Tech Prep Director State Fair Community College Sedalia, MO	Business Ed. & Techprep
Hawkins	Fritzie	Ms.	Teacher Carrollton Vo-Tech School Carrollton, MO	Business Ed. & Techprep
Helbling	Joe	Dr.	Associate Dean Aims Community College Greeley, CO	Curriculum changes & Techprep
Helmandollar	Dan	Mr.	Director Box 14007 Roanoke, VA	Marketing Techprep
Hoyman	Ronald	Mr.	Supervisor of Career and Technology Education St. Mary's County Public Schools Loveville, MD	Techprep road map for success
Jorgensen	Carl	Dr.	Specialist Vocational Education Virginia Department of Education Richmond, VA	Integrating Academic skills for Techprep
Joyce	Cheri	Ms.	Central Office Assistant Wright City RII School District Wright City, MO	Integrating Academic skills for Techprep
Killeen	Pat	Mr.	South Vigo High School Terre Haute, IN	Technology Ed. & Techprep

Lambert	Roger	Mr.	Center on Education and Work University of Wisconsin Madison, WI	Couselor's role with Techprep
Martin	Ken	Mr.	South Vigo High School Terre Haute, IN	Technology Ed. & Techprep
McKay	Paul	Mr.	East Central College Union City, MO	Community College Techprep model
Pepple	Jerry	Dr.	Coordinator of Vocational Education Weld County School District 6 Greeley, CO	Curriculum changes & Techprep
Powell	Jan	Ms.	Industrial Services Chair Tech Prep Director Francis Tuttle Vo-Tech Center Oklahoma City, OK	Marketing Techprep
Preston	Gerald P.	Mr.	Instructional Supervisor Johnson Central High School Paintsville, KY	Business Ed. & Techprep
Regauld	Michael H.	Mr.	Director of Education National VICA Leesburg, VA	VICA's role in Techprep
Sabie	Ahmed	Mr.	Director Kentucky Tech Prep Cabinet for Workforce Development Department for Adult and Technical Education Frankfort, KY	Techprep in Industrial Technology
Salabura	Walter	Mr.	Alan B. Shepard High School Palos Heights, IL	Physics, Math & Technology
Saltzgaver	June	Ms.	Erwin VoTech Center Tampa, FL	Integration of Academic & Vocational
Schack	Earl	Mr.	Senior Staff Assistant General Motors Corp. Wentzville, MO	Vocational Training Models

Simms	Mary Louise	Dr.	Alabama SOICC Director Montgomery, AL	Career Quest: Model for Techprep
Stefan	Jaime	Dr.	Director of Training and Staff Bakers Supermarkets Omaha, NE	Curriculum changes & Techprep
Suksi	James	Dr.	Department of Industrial Technologies Northern Michigan University Marquette,MI	Technology Ed. & Techprep
Swartz	Ned K.	Dr.	State Tech Prep Coordinator Virginia Community College System Richmond, VA	Integrating Academic skills with Techprep
Thompson	Linda	Ms.	Oklahoma Department of Vo-Tech Stillwater, OK	Techprep in Oklahoma
Thompson	George	Mr.	Principal Bell County High School Pineville, KY	Business Ed. & Techprep
Trout-Ervin	Eileen	Dr.	Associate Professor College of Technical Careers Southern Illinois University Carbondale, IL	Implementing Techprep
Willett	Putt	Mr.	Coordinator Cooperative Education Anne Arundel County Public Schools Annapolis, MD	Apprenticeship & Techprep

Section C

Last Name	**First Name**	**Address**	**Phone**	**Specialty**
Avery	Johnnie Lou	#4 Bennett Circle Big Spring, TX 79720	915-263-1451	Private Business needs
Baker	George, Dr.	Director, ACCLAIM PROGRAM North Carolina State University Box 7801 - 300 Poe Hall Raleigh, NC 27695-7801	919-515-6317	Leadership Development
Beadles	Alvin, Dr.	Thomas High School Box 190 Thomas, OK 73669	405-661-3522	Biology/Chemistry
Bottoms	Gene	Executive Director S.R.E.B. 592 10th Street Atlanta, GA 30318-5790	404-875-9211	High Schools that Work
Bottoms	Gary, Dr.	Superintendent Hico ISD Box 218 Hico, TX 76457	817-796-2181	Model Program, integration in a small high school
Bradley	Chuck	Manufacturing manager Texas Instruments, Austin Box 149149 MS: 2092 Austin, TX 78714-9149	512-250-6753	Electronics, business involvement, principles of technology
Broersma	Tom, Dr.	TDOC Box 12728 Austin, TX 78711	512-320-9800	TQM Coordinator & Trainer
Brown	Ken	Fort Gibson High School 1101 Walt Williams Road Lakeland, FL 33809	813-859-5629	English/Communications
Burger	Dr. Lynn & Dr. Mike	LTS Learning Technology Systems, Inc 1716 Briarcrest Drive Suite 507 Bryan, TX 77802	409-846-0736	Evaluation & Assessment, Curriculum tracking
Carney	Robin	Central Area Vo-Tech 3 CT Circle Drumright, OK 74030	918-352-2551 Ext. 286	Applied methodology in physics
Cates	Jeanette, Dr.	Coordinator Instruction Development Austin Community College 1212 Rio Grande Austin, TX 78701	512-495-7164	Technology
Chancellor	Dinah	101 North Texas Ave. Bryan ISD Bryan, TX 77803	409-361-5200	Math/Science Supervisor

Texas Techprep directors' presenter nominations 3/3/93

Clark	Sylvia	Texas Education Agency 1701 N. Congress Ave. Austin, TX 78701		Career Pathways
Dacy	Kathy	Box 98 Abilene ISD Abilene, TX 79604	915-677-0610	Applied Techniques
Ellis	David	Leander High School 3301 S. Bagdad Leander, TX 78641	512-259-1198	Applied Mathematics
Emery	Ken	Vocational Administrator Goose Creek ISD 300 W. Wye Drive Baytown, TX 77521	713-420-4550	Trade & Industrial Programs
Fails	Pam	Box 248 Lexington, TX 78947	409-773-2256	Applied Math
Feller	Rich	School of Occupational & Educational Studies Educational Building, Room Colorado State University Ft. Collins, CO 80523	303-491-6879	Implementing Career Guidance in the Tech-Prep System
Fess	Brenda	Goose Creek ISD Box 30 Baytown, TX 77521	713-428-2553	Applied Mathematics
Fortson	Anne	Magnet Coordinator Jordan Magnet Center 6500 Atlantic Ave. Long Beach, CA 90805	310-423-1471 ext. 2109	Model Program, Career Pathways
Gibson	Mike	Executive Director Associated Builders & Contractors 2525 W. Belfort, Suite 120 Houston, TX 77054	713-668-2906	Wheels of Learning, Trade & Curriculum
Goodwin	Sue	Oklahoma	918-478-3439	Applied Mathematics
Harris	Kathy	Consultant School Restructuring Support 3005 Sunset Drive Belleair Bluffs, FL 34640	815-581-8683	School Integration, and School restructuring
Haumann	John, Dr.	St. Phillips College San Antonio, TX	210-921-4691	Principles of Technology
Hendrix	Mary	Director Educational & Development Training Center East Texas State University Commerce, TX 75429	903-886-5038	Integration, Counselor training

Herring	Donald	Professor Agricultural Education Department Texas A&M University College Station, TX 77843-2116	409-845-2951	Career Guidance
Hohimer	Dee	Director of Professional Development Bloomington North ISD 315 North Drive Bloomington, IN 47401	812-330-7700	Professional Development
Hooper	Joyce	Vocational Director Temple ISD Box 788 Temple, TX 76503	817-778-6721	Model Program
Heuss	Ron, Dr.	Director Secondary Education Temple ISD Box 788 Temple, TX 76503	817-778-6721	Model Program
Kapes	Jerry, Dr.	Texas A&M University Educational Psychology Department College Station, TX 77843-4	409-845-1831	Career Assessment instruments and interpretation
Kemp	Jean, Dr.	Director of Curriculum Belton ISD Box 268 Belton, TX 76513	817-939-1881	Model Program, Career Pathways
Kerr	Ed	New Mexico	505-548-2497	Applied Mathematics
Kiefer	Joe	Quality Work Force Planning Director Central Texas Quality Work Force Planning 2600 South First St. Temple, TX 76504	817-773-9961	Quality Work Force Planning
Kincaid	Mark	Vice-Principal Leander High School 3301 S. Bagdad Leander, TX 78641	512-259-1198	Principles of Technology
Knotts	Lawrence	President Leadership and Management Associates 1402 E. Rancier, Suite D-2 Killeen, TX 76541	817-526-9495	Cultural Awareness
Leigh	David	TQM/Tech-Prep Project Director Central Texas Tech-Prep Consortium 2600 South First Street Temple, TX 76504	817-773-9961	Total Quality Management in the Classroom

Lyu	Christopher	TDOC Box 12728 Austin, TX 78711	512-320-9800	MIS/CMS Specialist
Martinez	Tony	Leander High School 3301 S. Bagdad Leander, TX 78641	512-259-1198	Applied Mathematics
Massey	Debbie	Rockdale ISD Box 632 Rockdale, TX 76567	512-446-3403	English/Communications
Mitchell	Vickie	Educational Consultant 13 Brandon Road Conroe, TX 77302	409-321-1313	Special Needs
Morgan	Dona	Educational Specialist Region XII Service Center Box 1249 Waco, TX 76703-1249	817-756-7494	Applied Mathematics
Nemko	Barbara	Director of Planning Napa County Office of Education 1801 East Cotati Avenue Rohnert Park, CA 94928	707-664-2940	Integration
Palmer	Harriet	Pendleton High School 1519 Old Denver School Road Anderson, SC 29625	803-261-8296	Principles of Technology
Pfeifer	Jeri, Dr.	2525 Christopher Dr. Abilene, TX 79601	915-691-1000	Why Tech Prep?
Risner	Anita	9501 East 136 St. So. Bixby, OK 74008	918-455-1588	Team building, cooperative learning, and learning styles
Rosenstock	Larry	Director Rindge School of Technical Arts 459 Broadway Cambridge, MA 21368	617-349-6753	Model Program, City Works
Sasser	Jack, Dr.	500 Dusy St. Dothan City, AL 36301	205-793-1397	Tech-Prep General
Shepard	Dop	TDOC Box 12728 Austin, TX 78711	512-320-9800	JTPA Specialist
Shields	Sue	Staff Development Coord. North Clackamas School District 4444 SE Lake Road Milwaukie, OR 97222-4799	503-653-3921	Career Counseling
Smith	Mark	Professional Car Service, Inc. 4024 Texas Ave. S. College Station, TX 77840	409-696-3775	Changing needs of the work force

Tamayo	Edna	Board Member Texas Youth Commission 1409 E. Harrison Harlingen, TX 78550	512-430-4495	Parenting Programs
Taylor	Lisa	Cedar Valley College 3030 North Dallas Ave. Lancaster, TX 75134	214-372-8006	Applied Biology & Chemistry
Teddlie	Jessie	Counselor educator University of North Texas Denton, TX 76203	817-565-4032	Tech-Prep in Texas
Tilley	Les	909 S. Denver Stillwater, OK 74074	405-743-5117	Applied methodology in math
Triest	George	Director Sonoma State University 1801 East Cotati Ave. Rohnert Park, CA 94928	707-664-2940	Integration and school restructuring
Turner	Kenne	Dean of Educational Services Montgomery College P.O. Box 2488 Conroe, TX 77305	409-539-6851	Special Needs
Ukstead	Tom	Socorro High School 10150 Alameda El Paso, TX 79927	915-859-7969	Math Teacher
Veach	Alan	McNeil High School 5720 McNeil Drive Austin, TX 78729	512	Principal Integrated Curriculum
Webster	Pat	Florence ISD Box 489 Florence, TX 76527	817-793-2850	English/Communications
Winchester	Dorothy	Agency for Instructional Technology Box A Bloomington, IN 47402-0120	800-457-4509	Applied Communications and Workplace Readiness
Woods	Beth	Ross Sterling High School 300 West Baker Road Baytown, TX 77520	713-427-6651	Applied Mathematics
Zako	Wayne	Consultant Human Options 4606 South Canyon Road Rapid City, SD 57702	605-341-3901	Learning Styles and critical thinking

Lastname	First-name	Sal	Address	City-State	Phone	Specialty
[illegible]ker	Kay	Ms.	Three Capitol Mall	Little Rock, AR 72201		State Tech-Prep Coordinator--Tech-Prep development at the state level
Ballenberghe	Linda Van	Ms.	Tacoma Community College 5900 S. 12th Street	Tacoma, WA 98465-1971	206-566-6014	Tech-Prep Coordinator Adult Education
Blakely	Kathleen	Ms.	Westmoreland County Community College Armbrust Rd.	Youngwood, PA 15697	412-925-4268	Curriculum Specialist Staff Development
Block	Pam	Ms.	Northwest Suburban Career Cooperative 1750 S. Roselle	Palatine, IL 60067	708-359-3300	Executive Director--Internships
Blood	Roy	Mr.	KVTC 92 Western Ave.	Fairfield, ME 04937	207-453-5000	Tech-Prep Director Professional Development
Bridges	Jim	Mr.	Glenpool School System P.O. Box 1149	Glenpool, OK 74033	918-321-3285	Principal--student recruitment, professional development of Tech-Prep implementation
Camacho	Rosiky	Mr.	P.O. Box 1250	Saipan, MP 96950	670-234-3690	Voc. Ed. Director Curriculum Alignment
Campbell	James R.	Dr.	Tech-Prep Kent North 100 Denny's Road	Dover, DE 19901	302-739-6163	Executive Director Organization & Evaluation of Tech-Prep Programs
Chadwick	Maggie	Ms.	SMTC Fort Road	South Portland, ME , 04106	207-767-9633	Tech-Prep Director Business Involvement
Crymble	Judy	Ms.	Garden City Community College 801 Campus Drive	Garden City, KS 67846	316-276-5185 ext. 262	Tech-Prep Coordinator
Dostie	Diane	Ms.	CMTC 1250 Turner Street	Auburn, ME 04210	207-784-2385	Tech-Prep Director Counselor Training
Dreyfous	Ricardo	Mr.	6G Tower I	Rio Piedras, Puerto Rico 00926	809-760-4084	Professor University of Puerto Rico--Math/Computer Science; Applied Mathematics
Dupuis	Phyllis	Ms.	Lafayette Regional Tech. Institute P.O. Box 4909	Lafayette, LA 70506	318-262-5766	Tech-Prep Coordinator--Staff Development
Evans	Buck	Mr.	Supt. of Public Instruction P.O. Box 47200	Olympia, WA 98504-7200	206-753-5675	Secondary T&I Director Curriculum Development and evaluation
Fagan	Carol	Ms.	Johnson Community College 12345 College at Quivera Road	Overland Park, KS 66210	913-469-8500 ext. 4139	Tech-Prep Coordinator

State Director's presenter list. 6/2/93

Flowers	Gayle	Ms.	Caddo Career Center 5950 Union St.	Shreveport, LA 71108	318-636-5150	Tech-Prep Coordinator--Tech-Prep Development/Articulation
Godwin	Sue	Ms.	Indian Capital AVTS Route 6, Box 206	Mushogie, OK 74403	918-687-6383	Tech-Prep Coordinator--Anything and Everything
Goodale	Susan	Ms.	Illinois Valley Central High School 1300 West Sycamore	Chillicothe, IL 61523	309-274-5418	Tech-Prep Coordinator--Administration, Public Relations, and Integration
Harpole	Greg	Mr.	Oregon Dept. of Education 700 Pringle Parkway S. E.	Salem, OR 97310	503-378-3584	Director--Professional & Technical Ed. , Policy and Admin.
Harris	Nina	Ms.	Front Range Community College 3545 West 112th Ave.	Westminister, CO 80030	303-466-8811 x311	
Hergenreter	Tom	Dr.	Colorado Springs School District 11 1115 North El Paso St., Rm 203	Colorado Springs, CO 80903	719-520-2031	Vocational Director
Highfill	Jolene	Ms.	Rogers High School 1103 W. Emma Avenue	Little Rock, AR 72756	501-636-2202	Tech-Prep coordinator--local school Tech Prep implementation
Hirsch	Samuel	Dr.	Community College of Philadelphia 1700 Spring Garden St.	Philadelphia, PA 19130	215-751-8944	Dean--Urban Area Development
Hopkins	Stanley	Dr.	WV Department of Education 1900 Kanawha Blvd. E.	Charleston, WV 25305	304-558-3075	All areas
Humberg	Renae	Dr.	Laramie County SD #1 2810 House Ave.	Cheyenne, WY 32001	307-771-2214	Vocational Director--Tech-Prep
Hunter	Barbara	Ms.	Osceola High School P.O. Box 628	Osceola, AR 72370	501-563-2192	Assistant superintendent--Tech-Prep from an and administrator point of view
Irizarry	Mayra		Midtown 904, Ponce de Leon 420	Hato Rey, Puerto Rico 00919	809-759-6684	Operational Director Puerto Rico 2000--Concept of Competitiveness Tech-Prep Adviser
Jacob	Barbara	Ms.	Tulsa Tech 3420 S. Memorial	Tulsa, OK 74145	918-627-7200	Tech-Prep Coordinator--Implementation, student recruitment, and counselor training

State Director's presenter list. 6/2/93

Kamen	Mitch	Mr.	Larimer County Center P.O. Box 2397	Fort Collins, CO 80522	303-226-2500	
Kaufman	Richard	Mr.	P. O. Box 1269	Fajardo, Puerto Rico 00648	809-863-8345	Vice-President--Manufacturing Tech-Prep Adviser
Levine	Ellen	Ms.	Chemeketa Community College P. O. Box 14007	Salem, OR 97039	503-399-5239	Regional Coord--Voc. Ed.--Applied Academics--Program implementation
Lucas	Joan	Ms.	Southern WV Community College Box 2900	Logan, WV 25601	304-792-4373	Dean of Instruction--All areas
Manley	Bill	Mr.	Portland Community College P.O. Box 19000	Portland, OR 97219	503-244-6111 ext. 2535	Regional Coord--Voc. Ed.--Applied Academics
McCharen	Belinda	Ms.	Oklahoma Dept. of Vo-Tech 1500 W. 7th	Stillwater, OK 74074	405-743-5108	Coordinator--Guidance
McCluskey	Eugene	Mr.	NMTC 33 Edgemont Drive	Presque Isle, ME 04769	207-769-2461	Tech-Prep Director Curriculum Development
McEntire	Jean	Ms.	Three Capitol Mall	Little Rock, AR 72201	501-682-1040	Associate Director, Ark Dept of Ed., Voc. Div.--Tech-Prep Development at the State Level
McInturf	Paul	Mr.	John A. Logan College	Carterville, IL 62918	618-985-3741	Project Director--Articulation
McMeekin	Bill	Mr.	Edmonds Community College 20000 68th Avenue West	Lynnwood, WA 98036	206-640-1505	Vocational Director Educational Administrator
Miller	Jack	Mr.	MT Hood Community College 26000 S.E. Stark St.	Gresham, OR 97030	503-667-7371	Dean--Vocational Ed.--High school--college relations, program implementation
Morales	Manuel	Dr.	Midtown 904, Ponce de Leon	Hato Rey, Puerto Rico 00919	809-759-6684	Vice-President of P.R. 2000--Concept of Competitiveness--Tech Prep Adviser
Moulton	Robert	Mr.	TEAM RFD 3, Box 23	Caribou, ME 04736	207-493-6619	Professional Development
Mustain	Kay	Ms.	Springdale High School 1103 W. Emma Avenue	Springdale, AR 72764	501-750-8809	Tech-Prep Coordinator--local school Tech-Prep implementation
Neden	Mike	Mr.	Delta-Montrose AVS 1765 U.S. Highwat 50	Delta, CO 81416	303-874-7671	Technology Education
Ownes	Jim	Dr.	Industrial Technology Dept. Southeastern Louisiana University	Hammond, LA 70402	504-549-2189	Tech-Prep Coordinator--Articulation

Perry	Saundra	Ms.	WV Joint Commission on Voc-Tech-Occupational Ed. 1018 Kanawha Blvd. E., 1 st Floor	Charleston, WV 25301	304-558-2411	Executive Director – Implementation Strategies and Professional development
Phair	Joan	Dr.	New Mexico State University Dona Ana Branch Box 30001, Dept 3 DA	Las Cruces, NM 88003-0001	505-527-7500	Tech-Prep Coordinator--School Restructuring for Tech-Prep
Porter	Abi	Ms.	Calcasieu Parish School Board P.O. Box 800	Lake Charles, LA 70602	318-491-1645	Tech-Prep Coordinator--Counseling
Quattrociocchi	Susan	Ms.	Bellevue Community College 3000 Landerholm Circle S.E.	Bellevue, WA 98007-6484	206-649-3148	Tech-Prep Coordinator Adult Education
Ramirez	Jaime J.	Mr.	Ponce de Leon 420	Hato Rey, Puerto Rico 00919	809-721-3333 ext. 3136	General Manager Westinghouse Controls, Westinghouse of P.R. Inc.--Electronic Engineer
Ravetz	Ted	Mr.	Edmonds Community College 2333 Seaway Blvd.	Everett, WA 98203	206-670-7342	Tech-Prep Coordinator Adult Education Curriculum Development (electronics)
Salih	Mohammed	Dr.	Laramie County Community College 1400 East College Dr.	Cheyenne, WY 82007	307-778-1150	Business Division Director--Instituted Tech-Prep for IBM AS400 program
Schott	Gary	Mr.	Rock Valley College 3301 N. Mulford Road	Rockford, IL 61111	815-397-4275	Tech-Prep Director Business Partnerships
Serafini	Chris		PA College of Technology One College Ave.	Williamsport, PA 17701	717-327-3761 ext. 7669	Guidance Specialist Career Guidance
Shields	Sue	Ms.	N. Clackamas Schools 4444 S.E. Lake Rd.	Milwaukie, OR 97222	503-653-3921	Director staff development--guidance and counseling, program implementation
Shoop	Linda	Dr.	Penn State University/New Kensington 3550 Seventh Street Rd.	New Kensington, PA 15068	412-339-6031	Dean--Critical Thinking Skills in Tech-Prep
Simone	Brenda	Ms.	Sullivan Technical Institute 1710 Sullivan Dr.	Bogalusa, LA 70427	504-732-6640	Tech-Prep Coordinator--Curriculum Alignment
Spaar	Steve	Mr.	T.H. Pickens Tech Center 500 Buckley Road	Aurora, CO 80011	303-344-4910	

State Director's presenter list. 6/2/93

Sponaugle	Adam	Dr.	WV Department of Education 1900 Kanawha Blvd. E.	Charleston, WV 25305	304-558-2346	Implementation strategies and Professional Development
Synder	Michael	Mr.	Pennsylvania Dept. of Education 333 Market Street	Harrisburg, PA 17126-0333	717-787-5293	Pennsylvania Tech-Prep Coordinator Tech-Prep, the umbrella for restructuring
Tellel	Patrice	Mr.	P.O. Box 5325 CHRB	Saipan, MP 96950	670-322-4052	State Director Curriculum Development
Trujillo	Phil	Mr.	P.O. Drawer K	Las Vegas, NM 87701	505-454-2531	Tech-Prep Coordinator--Program administrator, summer programs
Verstrade	Gave	Mr.	United Twp. High School 1275 42nd Ave.	East Moline, IL 61244	309-752-1675	Tech-Prep Coordinator Total Planning
Ward	Mary Jane	Ms.	5317 Lovengton Hwy	Hobbs, NM 88240	505-392-5041	Tech-Prep Coordinator--Drafting/program, coordination with teacher training
Ward	Phil	Mr.	Central OK AVTS 3 CT Circle	Drumright, OK 74030	918-352-2551 ext. 232	Asst. Superintendent--Tech-Prep Implementation Strategies
Warren	Ted	Mr.	EMTC 354 Hogan Road	Bangor, ME 04401	207-941-4699	Tech-Prep Director Implementation Strategies
White	Elaine	Ms.	Woodlawn High School 7340 Wyngate Dr.	Shreveport, LA 71106	318-686-3161	Tech-Prep Coordinator--Academic/Vocational Teams

State Director's presenter list. 6/2/93